

New

# ENTERPRISE

B2

Teacher's Book

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# Introduction to the Teacher

*New Enterprise B2* is a modular course for young adults and adults studying British English at CEFR Level B2. It allows flexibility of approach, which makes it suitable for classes of all kinds, including large or mixed ability classes.

*New Enterprise B2* 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.

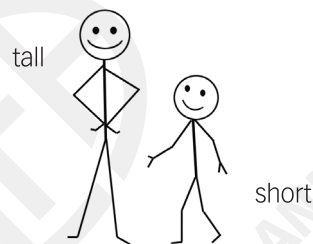
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

The new vocabulary in *New Enterprise B1* is frequently presented through pictures. (See *Student's Book, Unit 2, p. 15, 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. 4, Ex. 3. 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 1, p. 8, 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. 7, Ex. 11a.*)

- 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 1, p. 9, Ex. 10. 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 2, p. 17, 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



**ICT** tasks to help learners develop research skills

**Study Skills** suggestions to help learners become autonomous

**Writing Tip** suggestions to help learners develop their writing skills

**THINK** sections to develop Ss' critical thinking skills

**Culture** 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



# A Hard Day's Work

1

<b>Topic</b>	
In this unit, Ss will explore the topics of work and job skills.	
<b>1a Reading &amp; Vocabulary</b>	<b>4-5</b>
<p><b>Lesson objectives:</b> To listen for key information (multiple matching), to listen and read for gist, to read for specific information (multiple choice), to learn collocations related to jobs, to learn prepositional phrases, to learn vocabulary related to work, to practise words easily confused, to learn phrasal verbs with <i>give</i>, to talk about a job, to write about a job</p> <p><b>Vocabulary:</b> Tech Jobs (<i>IT technician, web designer, social media manager, digital marketer, app developer, content creator, computer programmer, social media influencer</i>); Work (<i>employee, intern, fired, made redundant, duty, vacancy, experienced, trained, full-time, part-time, resign, retire, deal, deadline, candidate, client</i>); Nouns (<i>content, customer service, offence</i>); Verbs (<i>giggle, aim, engage</i>); Adjective (<i>innovative</i>)</p>	
<b>1b Grammar in Use</b>	<b>6-7</b>
<p><b>Lesson objectives:</b> To revise the present simple, the present continuous and stative verbs, to learn/revise the present perfect and the present perfect continuous, to talk about your dream job</p>	
<b>1c Skills in Action</b>	<b>8-9</b>
<p><b>Lesson objectives:</b> To learn vocabulary for job skills, to listen for specific information (sentence completion), to listen and read for specific information, to act out a dialogue and practise everyday English for recommending a person for a job, to learn the pronunciation of /æ/, /ɑ/, /ʌ/, to read for sequence (order paragraphs), to write an email giving a reference</p> <p><b>Vocabulary:</b> Job skills – Hard skills (<i>fluent in English, Arabic, etc; excellent with numbers; qualified in law, IT, etc; experienced in sales, etc; skilled at operating machinery, etc; advanced IT skills; driving licence; bachelor's/master's degree/doctorate (PhD)</i>); Soft skills (<i>decisive, cooperative, caring, organised, motivated, a problem-solver, innovative, a strategic thinker, team-oriented, good communication skills, attentive to detail</i>)</p>	
<b>Culture 1</b>	<b>10</b>
<p><b>Lesson objectives:</b> To listen and read for cohesion &amp; coherence (multiple choice cloze), to give advice to sb who has lost their job, to present information on unemployment benefit in one's country</p> <p><b>Vocabulary:</b> Nouns (<i>recruitment agency, unemployment benefit</i>), Adjectives (<i>eligible, prospective</i>); Phrases (<i>National Insurance contribution, down on one's luck</i>)</p>	
<b>Review 1</b>	<b>11</b>
<p><b>Lesson objectives:</b> 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.

## 1a

### Listening & Reading

#### 1 **Aim** To listen for key information (multiple matching)

- Go through the list of jobs and explain/ elicit any that Ss are unfamiliar with.
- Then play the recording twice and have students listen and match the speakers to the tech jobs.
- Check Ss' answers. Elicit which words helped them decide.

#### Answer Key

- 1 b (*colour, homepage, users*)
- 2 a (*switching it off/on*)
- 3 c (*accounts, Facebook, Instagram, Twitter*)
- 4 g (*writing code, testing software*)
- 5 d (*viral ad campaign, online sales*)
- 6 e (*testing, launching, on mobile phones*)
- 7 h (*just tried, face cream, addition, skin care routine*)
- 8 f (*writing, top ten lists, entertainment website*)

#### 2 **Aim** To listen and read for gist

- Ask Ss to look at the title of the article and read the introduction.
- Elicit Ss' guesses as to what the job of a social media manager involves.
- Play the recording. Ss listen and follow the text in their books to check if their guesses were correct.

#### Suggested Answer Key

*A social media manager has to connect with customers and create content.*

#### 3 **Aim** To read for specific information (multiple choice)

- Ask Ss to read the questions and answer choices, then give them time to read the text again and choose their answers. Ss can work in closed pairs or work on their own and then compare answers.
- Check Ss' answers. Ss should justify their choices. 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

- 1 D (*Don't get me ... cat videos.*)
- 2 C (*no-brainer = not requiring much thought, thus easy*)
- 3 D (*When a post gets ... do it fast.*)
- 4 A (*Basically, the posts ... shares them.*)

**Suggested Answer Key**

**guilty feeling (phr):** the feeling that you should not be doing sth; the feeling of deep regret

**dedication (n):** commitment to a task

**position (n):** a job

**presence (n):** the state of existing in a place

**figure out (phr v):** to work out; to understand

**goals (pl n):** aims

**deals (pl n):** special offers

**congratulate (v):** to give sb your good wishes when sth pleasant happens to them

**majority (n):** most of a group

- 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.

#### 4 **Aim To consolidate new vocabulary & practise collocations**

- Ask Ss to look through the text and find the words that pair with the words in the list to make collocations.
- Check Ss' answers. You can ask Ss to make sentences with the phrases.

**Answer Key**

- |          |                 |
|----------|-----------------|
| 1 major  | 5 customer      |
| 2 openly | 6 special       |
| 3 main   | 7 breaking      |
| 4 social | 8 communication |

**Suggested Answer Key**

- 1 Most major companies prefer to advertise on TV.
- 2 Now that social media are openly available, we can communicate better.
- 3 Mary's main duties are answering phone calls and arranging appointments.
- 4 Nearly everyone I know has a social media account.
- 5 Our company has a customer service number that you can call for help.
- 6 Megan posted some special deals on her social media account.
- 7 The programme was interrupted by breaking news about the war.
- 8 A good public speaker must have advanced communication skills.

#### 5 **Aim To consolidate prepositional phrases from a text**

- Give Ss time to read the sentences and choose the correct prepositions.
- Then check Ss' answers.
- Ask Ss to create a Prepositions section in their notebooks and list prepositional phrases they come

across in alphabetical order. Ss should do that throughout the year. Ask Ss to revise regularly and try to memorise these phrases.

**Answer Key**

- |      |        |      |
|------|--------|------|
| 1 on | 3 on   | 5 to |
| 2 on | 4 with |      |

**Vocabulary**

#### 6 **Aim To learn vocabulary related to work**

- Ask Ss to read the sentences and choose which of the words in bold complete them correctly. Tell Ss to use their dictionaries to look up their meanings.
- Give Ss time to complete the task in closed pairs and then check their answers.

**Answer Key**

- |                  |              |
|------------------|--------------|
| 1 intern         | 5 part-time  |
| 2 made redundant | 6 resigning  |
| 3 vacancy        | 7 deadline   |
| 4 trained        | 8 candidates |

- As an extension, ask Ss to make sentences with the words that were not the answers.

#### 7 **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 career | 3 occupation |
| 2 job    | 4 profession |

#### 8 **Aim To learn phrasal verbs with give**

- Ask Ss to read the phrasal verbs box and make sure that they understand the definitions.
- Then give Ss time to complete the task and check their answers.
- Tell Ss to create a phrasal verbs list in their notebooks and list the phrasal verbs they come across in alphabetical order together with definitions and an example sentence. Tell Ss to revise this list from time to time and to add to it every time they come across a new phrasal verb.

**Answer Key**

- |       |        |       |      |
|-------|--------|-------|------|
| 1 out | 2 away | 3 off | 4 up |
|-------|--------|-------|------|

- As an extension, ask various Ss around the class to make up a short story using the phrasal verbs and share it with the class.

## Speaking & Writing

### 9 **Aim** To express an opinion; to consolidate information in a text

- Read out the question and give Ss time to consider their answers.
- Then ask various Ss around the class to share their opinions with the rest of the class.

#### Suggested Answer Key

*Yes, I would because I think it would be a very interesting and satisfying job. / No, I wouldn't because I think it would be a stressful and unsatisfying job.*

### 10 **Aim** ICT To develop research skills; to write about a job

- Give Ss time to research online about one of the jobs in Ex. 1 and make notes under the headings.
- Then give them time to write a short text about it that would be suitable for a careers advice website.
- Ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

##### web designer

**job description:** develops and creates websites and associated applications

**duties:** writing and editing content, designing webpage layout, determining technical requirements, updating websites, creating backup files, solving code problems

**qualities:** creative, good communication skills, pay attention to detail, work well with others, good problem-solving skills, able to meet deadlines

**problems:** tight deadlines, difficult clients

*A web designer develops and creates websites and associated applications. Their duties include writing and editing content, designing webpage layout, determining technical requirements, updating websites, creating backup files and solving code problems. A web designer needs to be creative, work well with others and be able to meet deadlines. They also need to have good communication skills, good problem-solving skills and pay attention to detail. Some of the problems a web designer might face are tight deadlines and difficult clients.*

## 1b Grammar in Use

### 1 **Aim** To revise the present simple, the present continuous and stative verbs

- Ask Ss to read the dialogue and identify the tenses in bold. Then elicit what each one demonstrates and which of them refer to the future.

- Refer Ss to the **Grammar Reference** section for detailed information.

#### Answer Key

*'m getting – present continuous (developing situation)*

*makes – present simple (general truth)*

*is going – present continuous (happening around the time of speaking)*

*'m meeting – present continuous (fixed arrangement – future)*

*runs – present simple (routine)*

*'s making – present continuous (annoyance)*

*starts – present simple (schedule – future)*

### 2 **Aim** To practise the present simple and the present continuous

- Explain the task. Ss complete the task.
- Check Ss' answers and elicit their reasons for their answers.

#### Answer Key

1 *works (routine), meets (habit), is expanding (developing situation), is taking (fixed arrangement in the near future)*

2 *Do you like (stative verb), achieve (general truth), are always complaining (expressing annoyance)*

3 *is lifting (happening now), is training (temporary situation), takes (schedule – future)*

### 3 **Aim** To revise stative verbs

- Read out the rubric and refer Ss to the dialogue in Ex. 1.
- Elicit Ss' answers.

#### Answer Key

*think – believe                      're thinking – are considering*

### 4 **Aim** To practise stative verbs

- Explain the task and ask Ss to read the meanings (a-h) and the sentences (1-8) and match the verbs in bold to the meanings.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

#### Answer Key

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

### 5 **Aim** To practise the present simple and the present continuous

Explain the task and allow Ss some time to prepare their answers. Ss can work in closed pairs, one saying a few sentences about their job and the other guessing the job. Alternatively, one S can talk about their job and



the class, in teams, try to guess the job. Invite Ss to use the present simple and the present continuous.

### Suggested Answer Key

Most people think that we make people lift things up and put them down. This is far from the truth. I start work at 6 o'clock in the morning, have a break of 1 or 2 hours for lunch and then more work from 3 to 9. I'm not saying I do this every day, but Mondays and Wednesdays are really full days. There are some clients who are always complaining about the programme but they see they need to work to get or keep fit. etc ... (personal trainer)

### 6 **Aim** To learn/revise the present perfect and the present perfect continuous

- Direct Ss to the highlighted verb forms in the dialogue in Ex. 1.
- Elicit which tenses they are and give Ss time to identify their uses.
- Refer Ss to the **Grammar Reference** section for more information.

#### Answer Key

've just finished – Present perfect (recently completed action)

've been interviewing – Present perfect continuous (action that started in the past and continues to the present with emphasis on duration)

've been looking – Present perfect continuous (action that started in the past and continues to the present with visible results)

Have you spoken – Present perfect (action that happened at an unstated time in the past)

### 7 **Aim** To practise the present perfect and the present perfect continuous

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

#### Answer Key

- 1 have you been doing (action that started in the past and continues to the present with visible results); have been calling (action that started in the past and continues to the present with emphasis on duration)
- 2 Have you inspected (action that happened at an unstated time in the past); have just got (action recently finished)
- 3 have been trying (action that started in the past and continues to the present with emphasis on duration); hasn't been working (action that started in the past and continues to the present with emphasis on duration)
- 4 has been talking (action that started in the past and continues to the present with emphasis on duration); has just missed (action recently finished)

- 5 has been painting (action that started in the past and continues to the present with emphasis on duration); hasn't finished (present perfect with still)
- 6 Have they repaired (present perfect with yet); haven't made (present perfect with yet)

### 8 **Aim** To practise the present perfect and the present perfect continuous

- Explain the task and read out the example.
- Then give Ss time to complete it and check their answers.

#### Answer Key

- 2 have spilt coffee on my uniform
- 3 has employed [some] more staff
- 4 has been applying for jobs/a job for six months
- 5 has been waiting for an important email

### 9 a) **Aim** To practise present tenses

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

#### Answer Key

- |                     |                      |
|---------------------|----------------------|
| 1 Are you looking   | 8 don't have         |
| 2 want              | 9 Have you completed |
| 3 Do you have       | 10 Have you ever     |
| 4 has been creating | thought              |
| 5 are now expanding | 11 are not looking   |
| 6 have just left    | 12 have never        |
| 7 haven't gained    | programmed           |

### b) **Aim** To practise present tenses

- Explain the task and give Ss time to complete it. Point out that Ss need to be talking about their qualifications, work experience, etc using present tenses.
- Ss work in closed pairs. Monitor the task, then ask some pairs to act out their dialogues in front of the class.

#### Ss' own answers

### 10 **Aim** To practise present tenses

- Explain the task and give Ss time to complete it.
- Then check Ss' answers around the class.

#### Answer Key

- |                      |                         |
|----------------------|-------------------------|
| 1 have been studying | 9 is picking            |
| 2 don't have         | 10 want                 |
| 3 am staying         | 11 have been practising |
| 4 have found         | 12 gets                 |
| 5 [have] booked      | 13 haven't learnt       |
| 6 am flying          | 14 Have ... chosen      |
| 7 is increasing      | 15 do ... think         |
| 8 arrives            |                         |

## Speaking

### 11 a) **Aim** To practise present tenses talking about a dream job

- Explain the task and give Ss time to complete it in pairs asking and answering the questions provided.
- Monitor the activity around the class.

#### Suggested Answer Key

A: What do you do?

B: I am a firefighter.

A: What does the job involve?

B: I fight fires, rescue people from burning buildings, do fire safety checks and give fire safety talks.

A: How long have you had this job?

B: I have been working as a firefighter for five years.

A: What have you been working on recently?

B: I have been training to become a supervisor.

A: What are you doing next week?

B: I am taking my supervisor's exam.

### b) **Aim** To talk about someone's job

Ask various Ss around the class to tell the rest of the class about their partner's job.

#### Suggested Answer Key

Tina is a firefighter. She fights fires, rescues people from burning buildings, does fire safety checks and gives fire safety talks. She has been working as a firefighter for five years. She has recently been training to become a supervisor. She is taking her supervisor's exam next week.

## 1c Skills in Action

### Vocabulary

#### 1 a) **Aim** To present vocabulary for job skills

- Ask Ss to read the jobs in the list and study the table of job skills.
- Explain/Elicit the meanings of any unknown words/phrases and then ask Ss to discuss in pairs which skills they think are important for which jobs.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

#### Suggested Answer Key

A: I think accountants should be excellent with numbers and qualified in accountancy.

B: I think they should be organised, decisive and attentive to detail, too.

A: I think social media managers should be organised, motivated and good problem-solvers.

B: I think they should be innovative and have good communication skills, too.

A: I think nurses should be qualified in nursing and be caring.

B: I think they should be motivated, too.

A: I think laboratory assistants should have a bachelor's degree and be skilled at operating machinery.

B: I think they should be organised, attentive to detail, good problem-solvers and strategic thinkers, too.

A: I think IT technicians should be qualified in IT and have advanced IT skills.

B: I think they should be cooperative, good problem-solvers and team-oriented, too.

### b) **Aim** To consolidate new vocabulary

- Ask Ss to talk in pairs about what hard/soft skills they have.
- Monitor the activity around the class and then ask some pairs to share their answers with the class.

#### Suggested Answer Key

I am fluent in English and I have a driving licence. I have good communication skills and I am caring and organised.

- As an extension, ask Ss to suggest jobs each person would be good at.

## Listening

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

- Go through the **Study Skills** box with Ss.
- Ask Ss to read the gapped notes and think about what information might be missing.
- Play the recording twice. Ss listen and fill in the gaps.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

#### Answer Key

1 department

2 experience

3 motivated

4 60

5 applications

6 (the) summer

7 paid

8 salary

## Everyday English

### 3 **Aim** To listen and read for specific information

Read out the question and then play the recording. Ss listen and follow the dialogue in their books and answer the question. Check Ss' answers around the class.

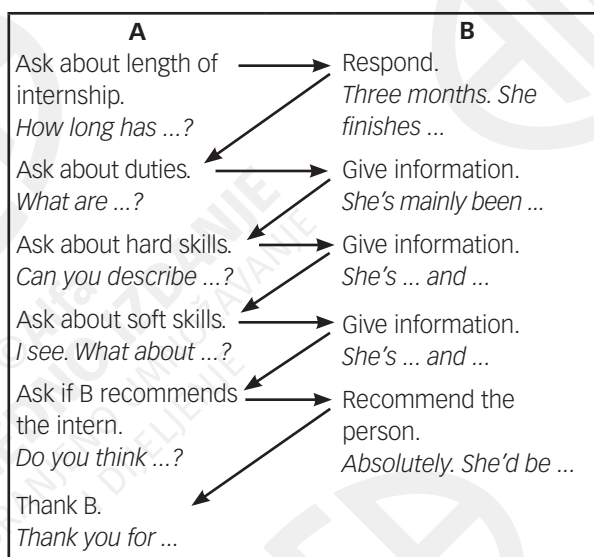


**Answer Key**

The manager describes Mr Higgs as excellent with numbers, fluent in French and German, organised, hard-working and cooperative.

#### 4 **Aim** To role play a dialogue recommending a person for a job

- Explain the task and ask Ss to act out similar dialogues 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: How long has Ms Patel been an intern with you?

B: Three months. She finishes her internship next month.

A: What are her duties as a nursing intern?

B: She's mainly been assisting with recording patient's conditions and feeding them.

A: Can you describe her best hard skills?

B: She's a qualified nurse and has advanced IT skills.

A: I see. What about her soft skills?

B: She's caring and sensitive to patients' needs.

A: Do you think Ms Patel would be a good candidate for the position we're offering?

B: Absolutely. She'd be an asset to any hospital.

A: Thank you for your time. You've been very helpful.

**Pronunciation**

#### 5 **Aim** To learn the pronunciation of /æ/, /ɑ:/, /ɪ/

- Play the recording. Ss listen and identify the sounds.

- Play the recording again with pauses for Ss to repeat chorally and/or individually.

**Answer Key**

1 α: - clerk, α: - demanded, æ - salary

2 ʌ - other, ʌ - company, æ - accurate

3 æ - candidates, α: - advanced, ʌ - trusted, ʌ - money

**Reading & Writing**

#### 6 **Aim** To read for cohesion (ordering paragraphs)

- Ask Ss to read the email and give them time to put the paragraphs in the correct order.
- Check Ss' answers.

**Answer Key**

A 3                      B 1                      C 2

#### 7 **Aim** To identify style in formal letters/emails

- Go through the **Writing Tip** box with Ss and then give Ss time to complete the task and find examples in the email.
- Elicit answers from Ss around the class.

**Answer Key**

1 F      2 F      3 T      4 T      5 F

**long complex sentences** – All in all, Ms Wade has been a pleasure to work with and I have no hesitation in recommending her for the position you offer.

**polite vocabulary** – If you should require; Further to your request

#### 8 **Aim** To match informal/formal phrases

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

**Answer Key**

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

**Writing**

#### 9 **Aim** To prepare for a writing task; to decode a rubric and plan your piece of writing

Give Ss time to make notes on the dialogue in Ex. 3 for the bullet points listed.

**Suggested Answer Key**

- Mr Higgs has been an intern with me for five months
- assisting with the annual audit, excellent with numbers, fluent in French and German, organised, hard-working, cooperative
- he'd be an asset to any accounts department

## 10 **Aim** To write an email giving a reference

- Give Ss time to write their email using their answers in Ex. 9.
- 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

Dear Mr Trent,

Further to your request for a reference for Mr Higgs, I am glad to be of assistance. For the last five months, Mr Higgs has been serving an internship under my supervision. During his time here as an accounting assistant, his work has been more than satisfactory.

Mr Higgs' main duties involve assisting with the annual audit. He is excellent with numbers. In addition, he is fluent in French and German. Mr Higgs is valued as an organised, hard-working member of staff who does accurate work.

All in all, Mr Higgs has been a pleasure to work with and I have no hesitation in recommending him for the position you offer. His ability to manage important data and cooperate as part of a team make him a valued addition to any accounts department, and we will be sorry to see him leave. If you should require any further information, please feel free to contact me.

Yours sincerely,

Pat Shepherd

Accounts Manager

## Values

Ask Ss to read the proverb, then initiate a class discussion about its meaning. Encourage all Ss to participate.

### Suggested Answer

A: I think the proverb means that we should take pride in everything we do.

B: I agree and I think it also means that there is importance in every job, even one that may not seem so important.

## Culture 1

### Listening & Reading

#### 1 **Aim** To listen and read for cohesion and coherence (multiple choice cloze)

- Ask Ss to read the text and choose the correct words for the gaps from the options provided.
- Play the recording for Ss to listen and check their answers.

### Answer Key

1 C    2 A    3 D    4 B    5 D    6 C

- 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.

#### 2 **Aim** To consolidate new vocabulary

Ask various Ss around the class to define the phrases referring to the text as necessary.

### Answer Key

*Jobseeker's Allowance* is money paid to a jobseeker by the UK government to help cover their living costs while they are looking for work.

*Jobcentre Plus* is an office that interviews jobseekers who are applying for JSA and provides work coaches to help them get a job.

A *Claimant Commitment* is an agreement between the work coach and the jobseeker about what steps they will take to look for work.

#### 3 **Aim** To consolidate new vocabulary through synonyms

- Give Ss time to match the highlighted words in the text to their synonyms in the list using their dictionaries to help them if necessary.
- Check Ss' answers.

### Answer Key

cover = pay for

currently = now

arrange = organise

present = show

proof = evidence

out of work = unemployed

## Speaking & Writing

#### 4 **Aim** To consolidate information in a text

- Ask Ss to talk in pairs. They take roles and give advice about Jobseeker's Allowance.
- Monitor the activity around the class. Then ask Ss to swap roles.
- Ask some pairs to act out their dialogue for the class.

### Suggested Answer Key

You can apply for Jobseeker's Allowance online by visiting [www.gov.uk/jobseekers-allowance/how-to-claim](http://www.gov.uk/jobseekers-allowance/how-to-claim). Then just fill in the form. Then you will get a phone call or a text to arrange an interview at your local Jobcentre Plus office. You just go there with your identity documents and make an agreement called a Claimant Commitment. Once you get your JSA, you have to go to the job centre every two weeks to sign on and show proof that you have been looking for work. It lasts for six months, but with any luck you may find a job quickly.

### 5 **Aim** ICT To develop research skills; to write about unemployment benefit in one's country

- Explain the task and give Ss time to research online and collect information about unemployment benefit in their country and make notes under the headings in their notebooks.
- Ask various Ss to present their findings to the class.
- Alternatively, assign the task as HW and ask Ss to present their findings in the next lesson.

#### **Suggested Answer Key**

**what's it called:** WW uitkering

**who can apply:** someone who is under 65 and has been working for 26 out of 36 weeks before applying

**how you claim it:** online or at a local job centre (UWV), you fill in a form and provide identity documents and proof of past employment

**how long it lasts:** a maximum of 38 months

In the Netherlands, unemployment benefit is called WW uitkering. Anyone who is under 65 and has been working for 26 out of 36 weeks before applying can apply. You can apply online or at a local job centre (UWV). You fill in a form and provide identity documents and proof of past employment. The benefit lasts for up to a maximum of 38 months.

## Review 1

### Vocabulary

#### 1 **Aim** To consolidate vocabulary from the unit

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

#### **Answer Key**

- 1 retire                      3 occupation              5 service  
2 vacancy                    4 digital

#### 2 **Aim** To consolidate vocabulary from the unit

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

#### **Answer Key**

- 1 excellent                    3 organised                    5 driving  
2 advanced                    4 team

#### 3 **Aim** To practise prepositional phrases and phrasal verbs

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

#### **Answer Key**

- 1 on                              3 away                              5 with  
2 up                              4 on

### Grammar

#### 4 **Aim** To practise stative verbs

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

#### **Answer Key**

- 1 am thinking                      3 Do you have  
2 are you seeing                    4 doesn't look

#### 5 **Aim** To practise present tenses

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

#### **Answer Key**

- 1 hasn't driven                      4 has stayed  
2 is ... talking                      5 are ... tasting  
3 starts                              6 Have ... been working

#### 6 **Aim** To practise present tenses

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

#### **Answer Key**

- 1 have just opened                      4 make  
2 have been queuing                    5 taste  
3 am trying                              6 are selling

### Everyday English

#### 7 **Aim** To match exchanges

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

#### **Answer Key**

- 1 c                              2 b                              3 d                              4 a

### 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.



# Places to Visit

2

<b>Topic</b>	
In this unit, Ss will explore the topics of holiday activities and holiday problems.	
<b>2a Reading &amp; Vocabulary</b>	<b>12-13</b>
<b>Lesson objectives:</b> To learn vocabulary related to holiday activities, to listen and read for specific information, to read for key information (multiple matching), to learn collocations related to Dubai, to learn prepositional phrases, to practise words easily confused, to learn phrasal verbs with <i>take</i> , to listen for specific information (sentence completion), to talk about the weather, to design a webpage about a tourist destination in one's country <b>Vocabulary:</b> Holiday activities ( <i>amusement park, modern/traditional architecture, Arab cuisine, refreshments, golden sand, seafront, charming souvenirs, spacious suite</i> ); Noun ( <i>host</i> ); Verbs ( <i>tower, dispense</i> ); Adjective ( <i>minor</i> ); Phrases ( <i>gold trade, a dream comes true</i> )	
<b>2b Grammar in Use</b>	<b>14-15</b>
<b>Lesson objectives:</b> To learn/revise past tenses, to learn the past perfect continuous, to learn/revise <i>used to – would – be/get used to</i> , to narrate a story	
<b>2c Skills in Action</b>	<b>16-17</b>
<b>Lesson objectives:</b> To learn vocabulary for holiday problems, to listen for specific information (multiple choice), to listen and read for gist, to act out a dialogue and practise everyday English for making a complaint and dealing with a complaint, to learn intonation when expressing feelings, to read for lexico-grammatical correctness (filling in verb tenses), to write a story <b>Vocabulary:</b> Holiday problems ( <i>get badly sunburnt, get stung by a jellyfish, miss her flight, crash her hire car, lose his passport, get food poisoning, have a noisy hotel room, get lost</i> )	
<b>Culture 2</b>	<b>18</b>
<b>Lesson objectives:</b> To listen and read for gist, to read for specific information (T/F/DS statements), to talk about Half Dome rock formation, to present a natural feature in one's country <b>Vocabulary:</b> Nouns ( <i>dome, summit</i> ); Adjective ( <i>massive</i> ); Adverb ( <i>greedily</i> )	
<b>Review 2</b>	<b>19</b>
<b>Lesson objectives:</b> To test/consolidate vocabulary and grammar learnt throughout the unit; to practise everyday English	

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

## 2a

### Vocabulary

#### 1 **Aim** To present/practise vocabulary related to holiday activities

- Ask Ss to read the gapped adverts and the list of words.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the adverts.
- Check Ss' answers.

#### Answer Key

- |                |                |
|----------------|----------------|
| 1 seafront     | 5 architecture |
| 2 suite        | 6 charming     |
| 3 refreshments | 7 amusement    |
| 4 cuisine      | 8 sand         |

### Listening & Reading

#### 2 **Aim** To listen and read for specific information

- Play the recording. Ss listen and follow the text in their books and see which of the activities in Ex. 1 are mentioned.
- Ask various Ss to tell the class.

#### Answer Key

*admire modern and traditional architecture, enjoy delicious Arab cuisine (dishes), pick up souvenirs*

#### 3 **Aim** To read for key information (multiple matching)

- Ask Ss to read the questions and then give them time to read the text again and match the paragraphs to the items mentioned.
- 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.
- Then elicit what Ss think the writer's feelings are about Dubai.

#### Answer Key

- 1 C (*underwater zoo*)
- 2 A (*my boss ... business*)
- 3 B (*Previously a minor port*)
- 4 C (*pick up a souvenir*)
- 5 D (*why is Dubai called the City of Gold – heart of the world's gold trade, Gold Souk*)
- 6 B (*At over 829 m ... hotel*)
- 7 C (*hot April sun, desert climate, warm ... summer*)
- 8 B (*Located on ... Gulf*)

- 9 A (As a child ... of course)  
10 D (an ATM ... gold bars)

### Suggested Answer Key

I think the writer feels impressed by Dubai and he/she is happy that he/she visited it.

### Suggested Answer Key

**wandered (v):** walked slowly without a specific destination in mind

**located (v):** situated

**surrounded (v):** encircled on all sides by sth

**previously (adv):** in the past

**headed out (phr v):** set off; started on a journey

**range (v):** to vary

**hospitality (n):** the act of welcoming guests and treating them well

**pick up (phr v):** to go and buy sth

**stunning (adj):** amazing

**endless (adj):** not having an end; very many

- 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.

## Background Information

**Dubai** is the biggest city and emirate in the United Arab Emirates (UAE). It is on the southeast coast of the Persian Gulf. It is the most expensive city in the Middle East. 2.8 million people live there.

### 4 Aim To consolidate new vocabulary & practise collocations

- Ask Ss to look through the text and find the words that pair with the words in the list to make collocations.
- Check Ss' answers and ask various Ss around the class to make sentences about Dubai with at least five of the collocations.

#### Answer Key

- |            |                   |
|------------|-------------------|
| 1 golden   | 5 air-conditioned |
| 2 minor    | 6 desert          |
| 3 luxury   | 7 major           |
| 4 business | 8 shop            |

#### Suggested Answer Key

- 1 Dubai is surrounded by the **golden sands** of the desert.
- 2 Dubai used to be a **minor port** but now it is an important business and tourism centre.
- 3 The Burj Khalifa is a **luxury hotel** and much more.
- 4 The writer had a **business meeting** in Dubai.

- 5, 6 All the buildings have **air-conditioned rooms** in Dubai because of the **desert climate**.
- 7 Sometimes there are **major sandstorms** in Dubai.
- 8 There is lots of gold jewellery in the **shop windows** in Dubai.

### 5 Aim To consolidate prepositional phrases from a text

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

#### Answer Key

- 1 on    2 on    3 to    4 for    5 in

### 6 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 voyage   | 3 excursions |
| 2 brochure | 4 historical |

- 1 We went on a **tour** of the ancient site.
- 2 They were handing out **leaflets** for the new zoo.
- 3 I would like to go on an **expedition** through the Amazon.
- 4 A **historic** battle took place here.

### 7 Aim To learn phrasal verbs with take

- Ask Ss to read the phrasal verbs box and make sure that they understand the definitions.
- Then give Ss time to complete the task and check their answers.

#### Answer Key

- |      |       |         |
|------|-------|---------|
| 1 in | 3 off | 5 aback |
| 2 to | 4 out |         |

### 8 Aim To listen for specific information; to revise weather vocabulary

- Ask Ss to think of as many words as possible related to weather.
- Ss read the gapped weather reports and think about the missing information.
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers around the class.

#### Answer Key

- |         |          |          |
|---------|----------|----------|
| 1 sunny | 3 storms | 5 winds  |
| 2 snow  | 4 warm   | 6 chilly |



## Speaking & Writing

### 9 **Aim** To talk about the weather

Ask various Ss around the class to talk about yesterday's weather where they live and the weather in different seasons. Then have various Ss compare it to the weather in Dubai.

#### Suggested Answer Key

*The weather yesterday was cold and rainy. There were strong winds. The weather is usually like this in winter, but in the summer, it is warm and sunny. It is much hotter all year round in Dubai than it is in my country.*

### 10 **Aim** ICT To develop research skills; to design a webpage about a tourist destination in one's country

- Give Ss time to research online about a destination in their country that tourists visit.
- Then give them time to design a webpage to advertise it.
- Ask various Ss to share their answers with the class.
- Alternatively, assign the task as HW and check Ss' answer in the next lesson.

#### Suggested Answer Key

● ● ●
X

# London

Perhaps not surprisingly, London is the most popular tourist destination in the UK. Over half of all visitors to the UK from overseas come to London. That's about 15 million people a year.



London definitely has a lot to offer visitors, especially when it comes to tourist attractions. You can go for a ride on the London Eye, visit Buckingham Palace and the Tower of London, and see beautiful paintings and historical artefacts at the National Gallery, the British Museum, the Tate Modern, the Natural History Museum, and the Victoria & Albert Museum. You can also see wax models of historical figures and film stars at Madame Tussauds.

If you like beautiful architecture, then you can also visit St Paul's Cathedral and Westminster Abbey.







For shopping, there are the famous shopping streets of Oxford Street and King's Road, as well as one of the most famous department stores in the world, Harrods.



London nightlife has so much to offer, too. You can see a play or a musical in the West End or visit a famous restaurant with a top chef and an excellent reputation. You can also try cuisine from all around the world in countless ethnic restaurants. It's easy to see why people come from all over the world to visit this amazing city.

## 2b Grammar in Use

### 1 **Aim** To learn/revise past tenses

- Ask Ss to read the blog entry and identify the underlined verb tenses. Then elicit how we use each one.
- Refer Ss to the **Grammar Reference** section for detailed information.

#### Answer Key

*arrived, shouted, got, pointed, started* – past simple  
*had booked* – past perfect

*was riding, was shining, was admiring, was acting, was charging* – past continuous

We use the **past simple** for actions which happened at a specific time in the past, past habits, past actions which happened one immediately after the other, and past actions which won't take place again.

We use the **past perfect** for an action which finished before another past action or before a stated time in the past, and for an action which finished in the past and whose result was visible at a later point in the past.

We use the **past continuous** for an action in progress at a stated time in the past, an action in progress in the past when another action interrupted it, and for two or more actions happening at the same time in the past.

## 2 **Aim** To consolidate understanding of past tenses

- Explain the task and ask Ss to read the pairs of sentences and discern their different meanings. Ss work in closed pairs.
- Ask various Ss to tell the class.

### Suggested Answer Key

- Paul was gone before Sally got there.*
  - Paul left after Sally got there.*
- Annie was still locking the door when she heard the noise.*
  - Annie had already locked the door when she heard the noise.*
- James started and finished reading the book last night.*
  - James was in the process of reading at 10 pm. We don't know when he began or finished reading.*
- They arrived while we were eating.*
  - They arrived after we had finished eating.*

## 3 **Aim** To practise past tenses

- Explain the task and give Ss time to complete it. Ss compare their answers.
- Check Ss' answers.

### Answer Key

- were chatting (simultaneous actions in the past)*
- was pouring (simultaneous actions in the past)*
- were working (simultaneous actions in the past)*
- entered (past action that interrupted another past action in progress)*
- had changed (an action which finished in the past and whose result was visible at a later point in the past)*
- hadn't visited (action which finished before another past action)*
- noticed (action that happened at a specific time in the past)*
- hadn't spoken (action which finished before another past action)*
- was sitting (past action in progress)*

## 4 **Aim** To practise past tenses

- Explain the task and give Ss time to complete it in closed pairs.
- Elicit answers from Ss around the class with reasons.

### Answer Key

- did Lily think, loved (past actions which won't take place again)*
- Did you manage, didn't have, had reserved (actions at a specific time in the past – an action which finished before another past action)*

- did you miss, had phoned, didn't arrive (actions at a specific time in the past – an action which finished before another past action)*
- Did you enjoy, were driving, started, didn't see (actions at a specific time in the past – an action in progress at a stated time in the past)*
- did you do, put, walked, dove (an action at a specific time in the past – past actions which happened one immediately after the other)*
- Were you, was reading, were splashing (an action which happened at a specific time in the past – two or more actions happening at the same time in the past)*

## 5 **Aim** To practise past tenses

Ss, one after the other, continue the story using past tenses. Alternatively, Ss can work in groups. They prepare their answers and then each group presents their story to the class. The class votes for the most imaginative story.

### Suggested Answer Key

*It was his first holiday abroad. He had booked the tickets online and found a really nice hotel. He had decided that Spain was a good choice for a first holiday abroad as the weather would probably be nice. He had found a good deal for the holiday and was excited to fly on a plane for the first time. All the way there he was thinking about what a wonderful time he would have. He planned to swim in the sea, lie on the beach and try lots of local restaurants. He was not disappointed. He had such a great time that, as soon as he got home, he booked another trip to go abroad again next year.*

## 6 **Aim** To present the past perfect continuous

- Ask Ss to read the theory box and explain/ elicit answers to the question.
- Ask Ss to read the examples. Then refer Ss to the **Grammar Reference** section for more information.

### Answer Key

*We form the past perfect continuous with **had + been** + main verb + **-ing**. We use the past perfect continuous to give emphasis to the duration of an action that started and finished in the past before another past action or a stated time in the past, and for an action that finished in the past and whose result was visible in the past.*

**Mary's blog:** *had been looking*

## 7 **Aim** To practise 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 Polly been driving | 4 had not been waiting |
| 2 had not been looking   | 5 had been shopping    |
| 3 had been walking       | 6 had been snowing     |

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

- Ask Ss to read the sentences and choose the correct tense.
- Check Ss' answers.

**Answer Key**

- |                        |                        |
|------------------------|------------------------|
| 1 had left             | 5 hadn't been swimming |
| 2 had been calling     | 6 had packed           |
| 3 had you been looking |                        |
| 4 had been having      |                        |

**9 Aim To practise past tenses**

- Explain the task and give Ss time to complete it. Ss, in closed pairs, compare their answers.
- Check Ss' answers around the class.

**Answer Key**

- was preparing (simultaneous past actions)
- was working (simultaneous past actions)
- was cutting (past action in progress)
- heard (past action that interrupted another past action in progress)
- opened (action that happened at a specific time in the past)
- saw (action that happened at a specific time in the past)
- had not expected (past action that happened before another past action)
- had arrived (past action that happened before another past action)
- had decided (past action that happened before another past action)
- had called (past action that happened before another past action)
- were all eating (past action in progress)
- had been thinking (to give emphasis to the duration of an action that started and finished in the past before another past action)

**Speaking****10 Aim To practise past tenses**

- Explain the task and give Ss time to complete it in pairs.
- Monitor the activity around the class and then ask various Ss to share their answers with the rest of the class.

**Suggested Answer Key**

The weather was hot and sunny, so my family had decided to go to the beach. We were lying on the sand when some dark clouds started to roll in. We were preparing to leave when there was a crash of loud thunder and it started raining heavily. We ran to the car with towels over our heads. We managed to get to it before we got too wet. We had been having a great time until then.

**11 Aim To learn/revise used to – would – be/get used to**

- Ask Ss to read the examples and say what each one expresses. Then elicit in which sentences we can use the past simple instead.
- Refer Ss to the **Grammar Reference** section for more information.

**Answer Key**

*used to live – a past state – can use past simple*  
*used to/would wake up – past habit/routine – can use past simple*  
*is used to walking – being accustomed to something*  
*got used to – becoming accustomed to something*

**12 Aim To practise used to – would – be/get used to**

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

**Answer Key**

- used to fly (past habit)
- got used to (got accustomed to)
- living (-ing form after get used to)
- used to (not "would" for past states)
- would (past habit)
- use ("use" instead of "used" in negative sentence)

**13 Aim  To practise used to/would**

- Explain the task and give Ss time to prepare their answers.
- Ask various Ss to tell the class.

**Suggested Answer Key**

*I was a famous musician. I would travel all over the world giving concerts. I used to stay in a big mansion with lots of servants. I used to take my tea in the garden. I didn't use to drive a car. My chauffeur would take me wherever I wanted to go. I used to go to big parties and meet famous people. etc*



## 2c Skills in Action

### Vocabulary

#### 1 a) **Aim** To present vocabulary for holiday problems

- Ask Ss to look at the pictures and then discuss the holiday problems in closed pairs following the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the rest of the class.

#### **Suggested Answer Key**

A: Did you hear what happened to Ann?

B: No. What happened?

A: She got stung by a jellyfish while on holiday.

A: Did you hear what happened to Emma?

B: No. What happened?

A: She missed her flight while on holiday.

A: Did you hear what happened to Jo?

B: No. What happened?

A: She crashed her hire car while on holiday.

A: Did you hear what happened to Nathan?

B: No. What happened?

A: He lost his passport while on holiday.

A: Did you hear what happened to Karen?

B: No. What happened?

A: She got food poisoning while on holiday.

A: Did you hear what happened to Nick?

B: No. What happened?

A: He had a noisy hotel room while on holiday.

A: Did you hear what happened to Max?

B: No. What happened?

A: He got lost while on holiday.

#### b) **Aim** To consolidate new vocabulary

- Ask Ss to talk in pairs about any of the holiday problems in Ex. 1a that they have experienced.
- Then ask various Ss to share their answers with the class.

#### **Suggested Answer Key**

A: I once got badly sunburnt on holiday. It was awful.

B: On no! Once I got food poisoning on holiday.

### Listening

#### 2 **Aim** To listen for specific information (multiple choice)

- Ask Ss to read the questions and answer choices and think about the key words.

- Play the recording twice. Ss listen and chose their answers.
- Check Ss' answers. Alternatively, you can play the recording again with pauses for Ss to check their answers.

#### **Answer Key**

1 A, C

2 B, C

3 A, B

### Everyday English

#### 3 **Aim** To predict content; to listen and read for gist

- Ask Ss to read the first exchange in the dialogue and guess what they think the guest is complaining about.
- Play the recording. Ss listen and read and find out if their guesses were correct.

#### **Suggested Answer Key**

I think the guest is complaining about noise.

### Optional Game

Students play in groups of three. Each group writes three cards with a problem a guest in a hotel might complain about on each one. Groups pass their cards to another group. Student A is the guest, Student B is the hotel manager and Student C is the translator. The guest and the manager do not speak the same language. Student A picks up a card, reads the complaint silently and hands the card to Student C. Student A mimes the problem to Student B. When Student B thinks they know what the problem is, they write it on another card and hand it to Student C. Student C compares it with the original. If they match, Student B gets a point. Students switch roles and play with a different problem card.

Sample problems:

There's no hot water.

The bathroom mirror is broken.

The shower doesn't work.

There is a double bed instead of two single beds.

There is a bad smell in the room.

The key doesn't open the door.

The room is very cold.

The telephone does not work.

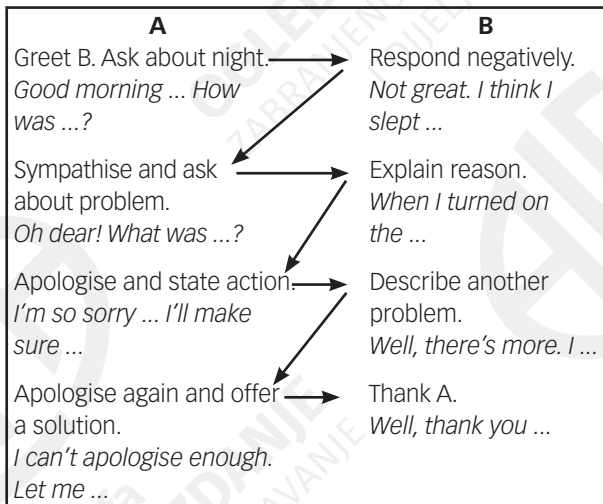
The lift is broken.

There is no shampoo.

#### 4 **Aim** To role play a dialogue making a complaint and dealing with a complaint

- Brainstorm for possible problems Ss can talk about (dirty sheets, air-conditioning not working, no room service, no hot water to have a shower, cockroaches, cold dishes, etc).

- Explain the task and ask Ss to act out similar dialogues to the one in Ex. 3 in pairs using language from the box.
- 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: *Good morning, Mr Bloom. How was your night?*  
 B: *Not great. I think I slept for about ... an hour.*  
 A: *Oh dear! What was the problem exactly?*  
 B: *It was very hot last night and when I turned on the air-conditioning it didn't work. It's not good enough!*  
 A: *I'm so sorry about that. I'll make sure it gets fixed today.*  
 B: *Well, there's more. I called reception three times in the night but no one answered.*  
 A: *I can't apologise enough, Mr Bloom. Let me make it up to you by moving you into one of our luxury suites.*  
 B: *Well, thank you very much.*

## Intonation

### 5 **Aim** To learn intonation when expressing feelings

- Go through the sentences and options with Ss and explain/ elicit the meanings of any unknown words (e.g. *ironic* = using language that usually has the opposite meaning of what you want to express to be funny or to emphasise a point; *indifferent* = having no interest or sympathy for something).
- Point out that intonation can change the meaning of a sentence.

- Play the recording. Ss listen and identify how the second speaker is feeling in each exchange.
- Check their answers.
- As an extension, ask Ss to read the sentences showing the two feelings suggested in the options.

### Answer Key

1 b      2 a      3 b      4 a

## Reading & Writing

### 6 **Aim** To read for lexico-grammatical correctness (filling in verb tenses)

- Explain the task and give Ss time to complete the gaps with the correct form of the verbs in brackets.
- Check Ss' answers.

### Answer Key

- |                   |                |
|-------------------|----------------|
| 1 was shining     | 12 was         |
| 2 had been hiking | 13 took        |
| 3 was getting     | 14 saw         |
| 4 turned          | 15 was falling |
| 5 towered         | 16 was getting |
| 6 were            | 17 heard       |
| 7 carried         | 18 called      |
| 8 tripped         | 19 ran         |
| 9 fell            | 20 phoned      |
| 10 screamed       | 21 was lying   |
| 11 had broken     | 22 said        |

### 7 a) **Aim** To identify descriptive language in a story

- Give Ss time to find the adjectives in the story for the nouns in the list.
- Elicit answers from Ss around the class.

### Answer Key

*chilly afternoon*  
*stunning scenery*  
*endless countryside*  
*tiny villages*  
*rocky path*

### b) **Aim** To identify descriptive language in a story

- Give Ss time to find the adverbs in the story for the verbs in the list.
- Elicit answers from Ss around the class.

### Answer Key

*shine brightly*  
*fall heavily*  
*call weakly*



- 8 a) **Aim** To develop writing skills; to identify writing techniques used to end a story
- Read out the **Writing Tip** box and go through the techniques for ending a story with Ss.
  - Then have Ss read the endings (1-3) and identify the technique used in each.
  - Elicit answers from Ss around the class.

**Answer Key**

1 d                      2 b                      3 c

- b) **Aim** To identify writing techniques used to end a story; to practise using a writing technique
- Elicit which technique the writer has used in the story in Ex. 6.
  - Then give Ss time to write an alternative ending using one of the techniques in the **Writing Tip**.
  - Ask various Ss to share their answers with the class.

**Answer Key**

The writer has used direct speech in the story in Ex. 6.

**Suggested Answer Key**

Soon, she was lying in a hospital bed. She looked at the hill and promised never to go hiking alone again. Who could blame her?

## Writing

- 9 **Aim** To prepare for a writing task; to analyse a task
- Read out the **Study Skills** box and tell Ss that this tip will help them to complete the task successfully.
  - Then ask Ss to read the task and find the key words.
  - Check Ss' answers around the class.

**Suggested Answer Key**

**Key words:** English language magazine for young people, stories, must begin, Sam and Liam walked out of the hotel into the sunshine, must include, a beach, a jellyfish, (140-190 words)

- 10 **Aim** To listen for key information; to prepare for a writing task
- Ask Ss to copy the headings into their notebooks. Then play the recording twice and tell Ss to make notes under the headings.
  - Check Ss' answers on the board.

**Suggested Answer Key**

**time:** summer

**place:** beach

**people:** Sam and Liam

**events:** left hotel, went to beach, no one swimming, Liam ran into sea

**climax:** got stung by jellyfish, Sam helped Liam

**ending:** Liam put gel on sting, felt better

**feelings:** Liam felt lucky to have a brother like Sam

- 11 **Aim** To write a story

- Give Ss time to write their story using their answers in Ex. 10.
- 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**

**Big Brother Saves the Day**

Sam and Liam walked out of the hotel into the sunshine. It was the first day of their holiday and the summer sun was blazing down.

When they got to the beach, though, there was nobody in the water. A few people were sitting on the golden sand, but nobody was swimming.

"Well, I'm going in!" said Liam. He ran down the beach and into the crystal-clear blue waves. Suddenly, he felt a sharp pain in his leg. He looked down and saw a small brown jellyfish next to him. And when he looked around, he realised they were everywhere. "Help!" he shouted.

Sam ran over and carefully guided Liam out of the water. He had a tube of special gel for jellyfish stings with him. Once Liam put it on, the pain quickly went away. He felt relieved and glad he had a brother like Sam.

## Values

Initiate a class discussion about the meaning of the quotation and encourage all Ss to participate.

**Suggested Answer**

- A: I think the quotation means that we can discover a lot by seeing places we know in a new way and making them seem new to us again.
- B: I agree. I also think that it means that we can discover a place we already know again by seeing it through the eyes of another person who has a different opinion of it.

## Culture 2

### Reading & Listening

#### 1 **Aim** To listen and read for gist

- Ask Ss to look at the picture.
- Play the recording. Ss listen and follow the text in their books and find out how Half Dome got its name.
- Elicit answers from Ss around the class.

#### **Suggested Answer Key**

*Half Dome got its name because it looks like a dome that has been cut in half.*

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

- Ask Ss to read the statements and then read the text again and complete the task.
- Check Ss' answers. Ss justify their answers.

#### **Answer Key**

- 1 F (green valleys, waterfalls, lakes, streams, variety of animals, largest trees, ski in winter)
- 2 F (can drive around the park)
- 3 T (be warned ... challenging)
- 4 DS
- 5 T (Tis-sa-ack had drunk all the water)
- 6 DS

- 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.

#### 3 **Aim** To expand vocabulary (synonyms)

Give Ss time to find synonymous words in the article for the words in the list. Ss work in closed pairs. Elicit answers from Ss around the class.

#### **Answer Key**

very large = huge; massive  
range = variety  
top = summit  
not easy = challenging  
very angrily = furiously

#### 4 **Aim** To expand vocabulary (antonyms)

Give Ss time to find antonymous words in the article for the words in the list. Ss work in closed pairs. Elicit answers from Ss around the class.

#### **Answer Key**

ugliness ≠ beauty  
dirty ≠ crystal-clear  
bumpy ≠ flat

left ≠ arrived  
whispering ≠ shouting

#### 5 **Aim** ICT To develop research skills; to write about a natural feature

- Explain the task and give Ss time to research online and collect information about a natural feature in their country or another country that has a legend about it.
- Ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to present the natural feature and its story in the next lesson.

#### **Suggested Answer Key**

### The Three Sisters



A famous sight in the Blue Mountains of Australia are the 900-metre rock pillars called the Three Sisters. They get their name because of an Aboriginal legend. According to the legend, a man called Tyawan had three daughters – Meenhi, Wimlah and Gunnedoo. Each day Tyawan went down to the valley to get food. He left his daughters high up on a cliff to keep them safe from the Bunyip. The Bunyip was an evil creature that lived in the valley below and ate anyone it caught. One day when Tyawan went to get food, Meenhi saw a huge centipede. She was scared and threw a big stone at it. The stone crashed into the valley below and the noise made the Bunyip angry. When it saw where the stone had come from, it started to climb the cliff to attack the three sisters. Tyawan saw this and immediately turned his daughters into stone using his magic bone. Then he changed himself into a lyrebird to get away from the Bunyip. Unfortunately, he dropped his magic bone and was unable to change his daughters back. The legend says that when you visit the Blue Mountains, you can hear Tyawan, now a lyrebird, calling his daughters as he still searches for his magic bone.

## Review 2

### Vocabulary

#### 1 **Aim** To consolidate vocabulary from the unit

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

##### Answer Key

- |                      |                 |
|----------------------|-----------------|
| 1 <i>stung</i>       | 5 <i>winds</i>  |
| 2 <i>expedition</i>  | 6 <i>suite</i>  |
| 3 <i>combination</i> | 7 <i>rides</i>  |
| 4 <i>brochures</i>   | 8 <i>chilly</i> |

#### 2 **Aim** To consolidate vocabulary from the unit

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

##### Answer Key

- |                   |                    |                  |
|-------------------|--------------------|------------------|
| 1 <i>took</i>     | 4 <i>dispensed</i> | 7 <i>crashed</i> |
| 2 <i>wandered</i> | 5 <i>lost</i>      | 8 <i>missed</i>  |
| 3 <i>headed</i>   | 6 <i>towered</i>   |                  |

#### 3 **Aim** To practise prepositional phrases and phrasal verbs

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

##### Answer Key

- |              |             |                |              |
|--------------|-------------|----------------|--------------|
| 1 <i>on</i>  | 3 <i>in</i> | 5 <i>to</i>    | 7 <i>for</i> |
| 2 <i>out</i> | 4 <i>to</i> | 6 <i>aback</i> |              |

### Grammar

#### 4 **Aim** To practise past tenses

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

##### Answer Key

- |                           |                            |
|---------------------------|----------------------------|
| 1 <i>was taking</i>       | 4 <i>had left</i>          |
| 2 <i>had been waiting</i> | 5 <i>Did you have</i>      |
| 3 <i>didn't book</i>      | 6 <i>Were they driving</i> |

#### 5 **Aim** To practise *used to* – *would* – *be/get used to*

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

##### Answer Key

- |                      |                  |                |
|----------------------|------------------|----------------|
| 1 <i>get used to</i> | 3 <i>Did</i>     | 5 <i>moved</i> |
| 2 <i>would</i>       | 4 <i>used to</i> |                |

### Everyday English

#### 6 **Aim** To match exchanges

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

##### Answer Key

- |            |            |            |            |            |
|------------|------------|------------|------------|------------|
| 1 <i>e</i> | 2 <i>b</i> | 3 <i>c</i> | 4 <i>d</i> | 5 <i>a</i> |
|------------|------------|------------|------------|------------|

### 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.



<b>Topic</b>	
In this unit, Ss will explore the topics of entertainment and feelings.	
<b>3a Reading &amp; Vocabulary</b>	<b>20-21</b>
<b>Lesson objectives:</b> To listen and read for gist, to read for specific information (multiple matching), to learn collocations related to entertainment, to learn prepositional phrases, to practise words easily confused, to learn vocabulary related to entertainment, to learn phrasal verbs with <i>run</i> , to talk about fun activities, to write short texts about fun activities in one's town/city <b>Vocabulary:</b> Entertainment ( <i>author, screenwriter, usher, conductor, caretaker, curator, audience, spectators, scene, stage, cast, director</i> ); Nouns ( <i>headquarters, stand-up comedy, venue, pane</i> ); Verb ( <i>guarantee</i> ); Adjectives ( <i>permanent, breathtaking, affordable</i> ); Phrases ( <i>be in stitches, come to a standstill</i> )	
<b>3b Grammar in Use</b>	<b>22-23</b>
<b>Lesson objectives:</b> To learn/revise future tenses, to learn/revise time clauses, to revise the future perfect and learn the future perfect continuous, to talk about the future	
<b>3c Skills in Action</b>	<b>24-25</b>
<b>Lesson objectives:</b> To learn vocabulary for feelings, to listen for specific information (multiple choice), to listen and read for specific information, to act out a dialogue and practise everyday English for making plans and expressing (un)certainly, to learn intonation when linking consonants, to read for gist (matching headings), to write a leaflet about a place of entertainment <b>Vocabulary:</b> Feelings ( <i>amused, amusing, bored, boring, entertained, entertaining, frightened, frightening, interested, interesting, thrilled, thrilling, astonished, astonishing, disappointed, disappointing</i> )	
<b>Culture 3</b>	<b>26</b>
<b>Lesson objectives:</b> To listen and read for gist, to read for specific information (multiple choice), to talk about visiting the West End, to present an entertainment area in a capital city <b>Vocabulary:</b> Nouns ( <i>boundary, district</i> ); Verb ( <i>stroll</i> ); Adjectives ( <i>financial, authentic, vibrant</i> )	
<b>Review 3</b>	<b>27</b>
<b>Lesson objectives:</b> To test/consolidate vocabulary and grammar learnt throughout the unit; to practise everyday English	

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

## 3a

### Reading & Listening

#### 1 **Aim** To generate vocabulary for places of entertainment

- Ask Ss around the class to name different places of entertainment.
- Then elicit which are different Ss' favourite ones and why.

#### **Suggested Answer Key**

*theatre, cinema, museum, bowling alley, circus, sports stadium, aquarium, etc*

*My favourite places of entertainment are the cinema and the aquarium. I love watching films and I really enjoy seeing sea life up close.*

#### 2 **Aim** To listen and read for gist

- Ask Ss to look at the pictures (1-4) and decide in pairs which places of entertainment they show.
- Play the recording. Ss listen and follow the text in their books.
- Then give them time to match the activities to the pictures.
- Ask various Ss to tell the class.

#### **Answer Key**

1 C      2 D      3 B      4 A

#### 3 **Aim** To read for specific information (multiple matching)

- Ask Ss to read the questions and then give them time to read the texts (A-D) again and match them to the questions accordingly. Explain that Ss need to look for words/phrases that have a similar meaning to the key words in the questions.
- Check Ss' answers. Ss justify their answers.
- 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**

- 1 A (*Nature Nocturne ... for adults only*)
- 2 D (*the entire city*)
- 3 A (*... to meet new people*)
- 4 B (*it pays regular visits to Ottawa*)
- 5 A (*enjoy delicious snacks*)
- 6 C (*but on Friday ... in comedy*)
- 7 D (*Get a 'glass seat' ... the speed of the sport*)
- 8 B (*original classical compositions*)

- 9 C (the dishes ... affordable)  
10 B (always have a storyline)

- As an extension, ask Ss to tell the class which activity they would find most interesting and why.

#### Suggested Answer Key

I would find the Cirque du Soleil the most interesting because I love the circus and I think their performances would be very entertaining and a unique experience.

#### Suggested Answer Key

**series (n):** a number of similar events one after the other

**adults (pl n):** people over 18

**unlike (prep):** not the same as

**regularly (adv):** frequently

**original (adj):** not done before

**recognisable (adj):** able to be identified from previous knowledge

**varied (adj):** having lots of different elements

**entire (adj):** whole

**experience (v):** to feel sth

**separates (v):** keeps two things apart

**overpriced (adj):** costing more than it is worth

- 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.

### Background Information

**Ottawa** is the capital city of Canada. It is in Ontario. The population is over 900,000 people in the city and 1.3 million people in the surrounding area. It is home to a number of universities and cultural institutions and numerous museums.

**Montreal** is a large city in Canada. It is in Quebec. The population is 1.7 million people in the city and 4 million people in the surrounding area. It has hosted many sports events including the Olympic Games as well as many music and comedy festivals.

#### 4 **Aim** To consolidate new vocabulary & practise collocations

- Ask Ss to look through the text and find the words that pair with the words in the list to make collocations.
- Check Ss' answers. Then ask Ss to make sentences with the phrases.

#### Answer Key

- |               |                |
|---------------|----------------|
| 1 fun         | 5 classical    |
| 2 delicious   | 6 comedy       |
| 3 regular     | 7 recognisable |
| 4 blockbuster | 8 professional |

#### Suggested Answer Key

- There are many **fun activities** for children in Legoland.
- Disneyland is full of **delicious snacks** you can try.
- Broadway musicals pay **regular visits** to our country.
- 'The Game of Thrones' series is a big **blockbuster production**.
- I love listening to **classical compositions** by Mozart.
- The comedian at the **comedy club** was really funny.
- Many **recognisable names** are performing in this play.
- The NHL has seven **professional teams** in Canada and 24 in the USA.

#### 5 **Aim** To consolidate prepositional phrases from a text

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

#### Answer Key

- |      |      |        |
|------|------|--------|
| 1 in | 3 of | 5 on   |
| 2 at | 4 to | 6 from |

#### 6 **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 moment | 3 entire |
| 2 minute | 4 total  |

### Vocabulary

#### 7 **Aim** To present and practise vocabulary relating to entertainment

- Ask Ss to read the sentences.
- Elicit/Explain the meanings of any unknown words in bold or ask Ss to look up their meanings in their dictionaries. Then give them time to complete the task.
- Check Ss' answers around the class.