

Have you ever ...?

Topic

In this module, Ss will explore the topics of holiday/adventure activities and experiences, means of transport, volunteering, social etiquette, gadgets and minor injuries/ailments.

Modular page

97

Lesson objectives: To give an overview of the module, to talk about exciting experiences

Vocabulary: Exciting experiences (*fly over a place in a helicopter, go camping, travel in a camper van, cycle across country, sail on a yacht, ride an elephant, drive a quad bike, go sightseeing on an open-top double-decker bus*)

6a Amazing Adventures

98-99

Lesson objectives: To read for specific information, to learn the present perfect (affirmative), to write an email about a holiday experience

Vocabulary: Activities (*climb a volcano, ride a camel, go bungee jumping, dive with sharks, ski down a mountain, jump out of a plane, swim with dolphins, try ice climbing*); Verb (*explore*); Nouns (*ferry ride, skyline, highlight, desert, river cruise, source, climate, coastline, ancient ruins, active volcano*); Adjective (*clear*); Phrase (*make a dream come true*)

6b Travel Experiences

100-101

Lesson objectives: To read for specific information, to learn the present perfect (negative & interrogative), to write a blog comment

Vocabulary: Means of transport (*tram, boat, bus, car, cable car, coach, lorry, helicopter, raft, van, scooter, gondola, ship, taxi, ferry, train, bike, canoe*); Nouns (*ghost, bouquet*); Adjectives (*weird, elderly, old-fashioned*); Phrases (*on board, wear my hair in a bun, lost in thought, puzzled look*)

6c Culture Corner

102

Lesson objectives: To read for specific information, to write a paragraph about tourist attractions

Vocabulary: Verbs (*pass, chime, crown*); Adjectives (*impressive, former, gothic*); Nouns (*walkway, engine room, mechanism, wheel, capsule, fort, prison, ravens, power station, exhibition, tomb*); Phrases (*panoramic view, interactive exhibit, multimedia presentation, famous figure*)

6d Everyday English

103

Lesson objectives: Asking for help, to pronounce diphthongs /ɪə/, /i:/ and /eɪ/

Vocabulary: *information, opening times, admission, senior citizen, special discount, tea room*

6e Technology

104-105

Lesson objectives: To read for gist, to learn the difference between the past simple and the present perfect, to write about an embarrassing moment

Vocabulary: Gadget uses (*text friends, instant message someone, send an email, share photos, write a blog, chat online, play video games, look up maps, listen to music, download music/films, browse web pages, use a social networking site, use a search engine*); Gadgets (*smartphone, MP3 player, tablet computer, laptop, GPS receiver, video games console*); Nouns (*gadget, mode, spot, application*); Adjectives (*awkward, puzzled*); Phrases (*can't wait, smack-bang*)

6f Cultural Habits

106-107

Lesson objectives: To read for gist, to write a paragraph about social etiquette

Vocabulary: Social etiquette (*blow your nose in public, kiss sb you meet on the cheek, burp after a meal, smile at people, take off your shoes before going into sb's house, shake hands with sb you meet, point at people, eat everything on your plate, give flowers to the host, show the soles of your feet*); Verbs (*avoid, appreciate*); Nouns (*etiquette, globe, ground, respect, strength, advice, jealousy, secrecy, sole, host, index finger*); Adjectives (*polite, rude, thoughtful, disrespectful, confused, obliged*); Phrases (*make eye contact, shake hands, firm handshake, purse your lips, nod your head, side to side*)

6g Skills

108

Lesson objectives: To listen for specific information, to give medical advice

Vocabulary: Minor injuries/ailments (*cut your finger, have a fever, sprain your wrist, have a toothache, twist your ankle, have a cold/the flu, have a headache, have a nosebleed, have a sore throat, have a stomach ache, get sunburn*)

6h Writing

109

Lesson objectives: To read for specific information, to listen for gist, to write a story

6i Curricular: Science

110

Lesson objectives: To read for specific information, to make a presentation about GPS systems

Vocabulary: Verb (*transmit*); Nouns (*frequency, base station, antenna, cell*); Adjective (*sophisticated*); Phrase (*keep in touch*)

Language Review 6

111

Lesson objectives: To test/consolidate vocabulary & knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 6

112-113

Russia 6

114

Lesson objectives: To listen and read for specific information, to practise changing the passive to the active, to talk about Tsiolkovsky Museum, to summarise a text

Vocabulary: Verbs (*name after, divide, house*); Nouns (*cosmonautics, rocket scientist, space exploration, man-made rocket, spaceship, space station, model, section, instrument, planetarium, meteorite*)

►► What's in this module?

Read the title of the module *Have you ever ...?* and ask Ss to suggest what they think it means. Go through the contents list and stimulate a discussion on what Ss will learn in the module.

Vocabulary

1 **Aim** To present vocabulary of exciting experiences

- Direct Ss' attention to the pictures on p. 97.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

2 **Aim** To listen for specific information

- Explain the task to Ss and then play the recording.
- Ss listen and make notes.
- Elicit answers to the questions in the rubric.
- If necessary, replay the recording.

Suggested Answer Key

John is describing photograph 4. He says it's a quiet open place in late summer. There is fine weather with a blue sky. He thinks the people are a group of friends. They are dressed in jackets and shorts and seem to be wearing helmets. They are crossing the field along what appears to be a path and they all seem happy and relaxed.

3 **Aim** To describe a picture

- Explain the task to Ss and give them time to make notes.
- Invite Ss to read their descriptions to the class.

Suggested Answer Key

Photograph 7

The place	open sandy beach
The time of year	spring or summer
The weather	fine with sunshine and clear blue sky
The people	young man on his own
People's clothes	black trousers and shirt, brown boots, sunglasses
The activity	driving a quad bike
People's feelings	interested, concentrating on what he is doing, escaping from everyday routine

I can see an open sandy beach with the sea in the background. It's probably spring or summertime and the weather is fine and sunny with a clear blue sky. There is a young man on his own in the photograph. He's wearing a pair of black trousers and a black shirt, together with brown boots and sunglasses. He's driving a quad bike and he seems to be very interested in this activity. He is obviously concentrating on what he is doing and it is a good chance for him to escape from his everyday routine.

OVER TO YOU!

Aim To personalise the topic

- Read the questions aloud and have Ss answer them with a partner.
- Elicit answers to the questions from various Ss.

Suggested Answer Key

I've been camping, I've travelled in a camper van and I've cycled across country. I went camping with my parents when I was a child and I travelled in a camper van with some friends last summer. I cycled on an organised bicycle tour two years ago. I would like to fly in a helicopter and drive a quad bike.

6a Amazing Adventures

Vocabulary

1 **Aim** To present vocabulary for activities

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat chorally.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1 C	3 H	5 A	7 E
2 F	4 G	6 D	8 B

Listening & Reading

2 a) **Aim** To scan a text for specific information

- Give Ss a minute to scan the texts and to answer the question in the rubric.
- Elicit Ss' answers from various Ss.

Answer Key

Paul is in Perth, Australia. Sarah is in Egypt. James is in Sicily.

b) **Aim** To predict the content of a text

- Elicit answers to the question in the rubric.
- Play the recording. Ss listen and follow along to check.

Answer Key

*Arseny has taken a ferry ride and swum with dolphins.
Dina has ridden a camel.
Vlad has climbed a volcano.*

c) **Aim** To read for specific information

- Explain the task and ask Ss to reread the text and answer the questions.
- Check Ss' answers.

Answer Key

1 B	2 C	3 D
-----	-----	-----

- Elicit/Explain the meaning of the words in the **Check these words** box

Suggested Answer Key

ferry ride (n): short trip by boat across a river or a small stretch of sea

skyline (n): outline of buildings (usually in a city) silhouetted against the horizon

make a dream come true (phr): to make a wish become reality

clear (adj): clean, transparent

highlight (n): most exciting part of sth

explore (v): to travel around and learn about a place

desert (n): large piece of land without much water or vegetation

river cruise (n): pleasure trip on a boat down a river

source (n): place where a river starts

climate (n): typical weather and temperature characteristics of a region

coastline (n): area of land that runs parallel to the sea

ancient ruins (n): archaeological remains of buildings

active volcano (n): mountain with a hole at the top which still actively erupts

3 **Aim** To identify collocations

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

Answer Key

1 E (*Arseny made his dream come true by swimming with dolphins.*)

2 D (*Arseny will never forget visiting Sicily.*)

3 A (*Paul went on a ferry ride to see Perth's city skyline.*)

4 C (*Swimming with dolphins was the highlight of the trip for Arseny.*)

5 B (*Dina thinks that history comes to life in Egypt.*)

Grammar

4 **Aim** To learn the present perfect

- Read through the table aloud as Ss follow along.
- Explain to Ss that we can use the present perfect to talk about past experiences.
- On the board, write *ski down a mountain*. Ask Ss if any of them have ever done it. Say and write the full sentence on the board (e.g. *Kate has skied down a mountain*).
- Next write *I down a mountain* and elicit answers from Ss, allowing them to look at their books if necessary.
- Draw a timeline and explain to Ss that the event happened sometime in the past, but we don't know exactly when.
- Tell Ss that we also use the present perfect to talk about something that started in the past and continues into the present.
- On the board write *Sam has lived in France for five*

years. Ask Ss if Sam still lives in France (yes). Draw another timeline showing that the event started in the past and continues into the present.

- Give Ss time to find examples in the text and then check Ss' answers around the class.

Answer Key

I've been, I've already taken, I've also made, I've swum, I've already been ... and taken, I've done, I've ridden, I've seen ... and have gone, I've also climbed, Sicily has been

5 **Aim** To practise past participles

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

Answer Key

go – gone, work – worked, sleep – slept, walk – walked, read – read, swim – swum, see – seen, tell – told, give – given, eat – eaten, make – made

6 a) **Aim** To practise forming the present perfect

- Explain the task and remind Ss that the present perfect is formed with two verbs. Give Ss time to complete the task.
- Have Ss check answers with a partner and then check Ss' answers around the class.

Answer Key

- | | |
|---------------|----------------------|
| 1 has sailed | 4 has already ridden |
| 2 have flown | 5 has travelled |
| 3 have driven | |

b) **Aim** To personalise the task

- Explain the task to Ss and give them time to make sentences for the things they have done that day.
- Elicit answers from various Ss.

Suggested Answer Key

*I have eaten breakfast. I have done my homework.
I have walked the dog. I haven't watched TV.
I haven't played football.*

7 **Aim** To practise distinguishing between have been and have gone

- On the board, write a list of cities, countries and places (e.g. Italy, Prague, China, England, the beach, etc). Have various Ss tell the class where they have been, making full sentences (e.g. *I have been to Italy, Prague and the beach.*)
- On the board write *Diana has been to Italy* and *Diana has gone to Italy*. Ask Ss what the difference is (*have been* means that the person has come back and *has gone* means that they are still there).
- Ask the Ss what their family would say if sb asked where they were. (*He/She has gone to school/ university/English class.*)

- Give Ss time to complete the task and then check answers around the class.

Answer Key

- | | | |
|--------------|-------------|--------------|
| 1 have gone | 3 have gone | 5 have, been |
| 2 have, been | 4 has gone | 6 has been |

Speaking & Writing

8 a) **Aim** To practise using the present perfect

- Explain the task and give Ss time to copy and complete the table.
- Elicit answers from various Ss. Make sure they use full sentences.

Suggested Answer Key

Name	Place	Activities
Dina	Egypt	– go sightseeing – ride a camel
Vlad	Sicily	– see ancient ruins – go swimming – climb Mount Etna

While on holiday in Perth, Arseny has taken a ferry ride and swum with dolphins.

While on holiday in Egypt, Dina has been sightseeing and ridden a camel.

While on holiday in Sicily, Vlad has seen ancient ruins, gone swimming and climbed Mount Etna.

b) **Aim** To personalise the task

- Have Ss answer the questions in the rubric with a partner.
- Give Ss time to write a few sentences.
- Elicit answers from various Ss around the class

Suggested Answer Key

I think Vlad's holiday in Sicily is the most exciting. Apart from seeing the ancient culture and enjoying the beautiful beaches, he's been to Mount Etna. For me, climbing a live volcano is really exciting!

c) **Aim** To write a short email

- Explain the task.
- Remind Ss to include everything in the rubric.
- Give Ss time to write their emails. Alternatively, this may be assigned as HW.
- Have Ss proofread each other's work before handing it in.

Suggested Answer Key

*Hi Tammy!
I'm having a wonderful time here in Santorini, Greece. I'm staying at a small hotel. It's a really beautiful island and there is so much to do! I've driven around most of Santorini on a quad bike. I've been swimming every day and I've also tried scuba diving. It was amazing! Yesterday I went shopping for souvenirs and then I saw a film at an open air*

cinema. Tomorrow I plan to climb the volcano here!
I'm so excited!
Bye for now,
Marta

6b Travel Experiences

Vocabulary

- 1 **Aim** To present vocabulary for means of transport

- Direct Ss' attention to the pictures on p. 100.
- Play the recording with pauses to allow Ss to repeat.
- Correct pronunciation when necessary.
- Elicit from Ss answers to the question in the rubric.

Answer Key

- | | | |
|-------------|--------------|---------|
| 1 cable car | 3 boat/ferry | 5 canoe |
| 2 coach/bus | 4 raft | 6 lorry |

Listening & Reading

- 2 a) **Aim** To stimulate interest in the topic
- Elicit answers to the questions in the rubric.
 - Ask Ss if any of them have or read blogs.

Answer Key

A blog is a kind of online diary. It normally gives a regular account of a person's experiences. You can see it on the Internet.

- b) **Aim** To predict the content of a text
- Elicit answers to the question in the rubric.
 - Play the recording. Ss listen and read along to check.

Answer Key

Nick's blog is about strange experiences while travelling. The blog mentions a bus, cars and a cable car.

- 3 a) **Aim** To read for specific information
- Have Ss read through the questions.
 - Give Ss time to reread the text and complete the task.
 - Check Ss' answers around the class.
 - Elicit/Explain the meaning of the words in the **Check these words** box.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 2 F | 3 T | 4 F | 5 T |
|-----|-----|-----|-----|-----|

Suggested Answer Key

weird (adj): strange, uncanny
on board (phr): inside/on (a plane, ship, train, etc.)
elderly (adj): not young, past middle age
old-fashioned (adj): not modern, from a long time ago

get off the bus (phr): to get out of/leave the bus
ghost (n): the spirit of a dead person
wear my hair in a bun (phr): to twist my hair into a round ball fastened at the back of the head
bouquet (n): bunch of flowers
lost in thought (phr): not paying attention to your surroundings because you are thinking of sth else
puzzled look (phr): confused expression

- b) **Aim** To personalise the topic

Elicit answers to the questions in the rubric from various Ss.

Suggested Answer Key

Nick's experience impressed me the most. The bus seemed like a ghost bus because it didn't stop anywhere and went through a strange old-fashioned part of town. Nick saw the old ladies during the entire bus ride. Judy's lady may have got off the cable car when Judy turned away.

- 4 **Aim** To present the negative and interrogative forms of the present perfect

- Give Ss time to read through the table.
- Explain to Ss that we use **yet** in the negative form to indicate that we are planning to do the activity someday.
- Explain to Ss that we use **ever** in a question form to ask if someone has done sth before and during their lifetime.
- Give Ss time to find examples in the text.

Answer Key

Have you been, hasn't run, Have you ever seen

- 5 **Aim** To practise using the present perfect

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

Answer Key

- | |
|---|
| 1 Have you ever ridden ... have flown |
| 2 has never been ... has been |
| 3 Have you done, have swum, have climbed |
| 4 haven't seen |
| 5 Have they reached ... have just arrived |
| 6 Has he been ... has travelled |
| 7 Have you heard ... has been |

- 6 **Aim** To practise using the negative and interrogative forms of the present perfect

- Explain the task and give Ss time to complete it.
- Give Ss time to ask and answer the questions with their partners.
- Check Ss' answers around the class.

Answer Key

- | | |
|--|-----------------------------------|
| 2 Have your parents ever travelled to San Francisco? | Yes, they have./No, they haven't. |
| 3 Have you ever ridden a scooter? | Yes, I have./No, I haven't. |

- 4 Has your teacher ever seen a ghost?
Yes, he/she has./No, he/she hasn't.
- 5 Have you ever been on a double-decker bus?
Yes, I have./No, I haven't.
- 6 Have your friends ever spent a night in a castle?
Yes, they have./No, they haven't.

7 **Aim** To learn time expressions used with the present perfect

- Read out the table.
- Give Ss time to find examples in the text.
- Check Ss' answers around the class.

Answer Key

I've **just** come back, hasn't run **since** 1958, Have you **ever** seen

8 **Aim** To practise using time expressions with the present perfect

- Explain the task to Ss and give them time to select the correct words.
- Check Ss' answers around the class.
- Give Ss time to write sentences using the words they didn't use.
- Check Ss' answers from various Ss around the class.

Suggested Answer Key

- 1 never/Have you **ever** been to Spain?
2 since/Bill has lived in New York **for** three years.
3 already/Susan hasn't booked her bus tour **yet**.
4 for/I haven't swum **since** last summer.
5 ever/I have **never** ridden on an elephant.
6 just/The bus hasn't arrived **yet**.
7 just/Rob and Ann haven't come back from their holidays **yet**.
8 yet/I have **already** heard that strange story.

Writing

9 **Aim** To write a comment on a blog

- Explain the task.
- Remind Ss to include all of the information in the rubric.
- Alternatively, this may be assigned as HW.
- Invite various Ss to read their comments to the class.

Suggested Answer Key

Post a comment

I think I've seen a ghost too! One Saturday last autumn my friend Tom and I went walking in the mountains. We planned to stay at a village hotel that night, but late in the afternoon we lost our way. Suddenly we saw a small stone cottage and stopped to ask for directions. A little old lady dressed in an old-fashioned cap and long dress came to the door. Smiling sweetly, she invited us inside. We ate a huge meal in her cosy kitchen. Then, the old lady very kindly insisted we stay the night. The next morning we stopped for a coffee at

the village hotel. The hotel owner wasn't surprised when he heard our story. "Many hikers have stayed with old Mrs Herne," he said. "She's been dead for eighty years and her cottage has stood empty ever since!" We felt really scared when he said that.
Posted by Jim (22)

6c Culture Corner

Reading & Listening

1 **Aim** To stimulate interest in the topic & predict content

- Direct Ss' attention to the pictures on p. 102.
- Elicit answers to the questions in the rubric.

Suggested Answer Key

I think the pictures show sights in London. I know the London Eye is a big wheel you can ride on.

2 **Aim** To read for detailed information

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

Answer Key

- | | |
|---------------------|-----------------------|
| 1 Elizabeth Tower | 4 The Tower of London |
| 2 Westminster Abbey | 5 Tower Bridge |
| 3 Tate Modern | 6 The London Eye |

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

impressive (adj): having the ability to impress/amaze you
pass (v): to move past without stopping
walkway (n): a raised path for people to walk along
engine room (n): a room that has an engine in it
chime (v): to make a ringing sound
mechanism (n): the workings of a machine
wheel (n): a circular object that can move which is part of a machine
capsule (n): a small compartment that people can travel in
panoramic view (phr): a view of the whole horizon
fort (n): a strong building where soldiers live
prison (n): a jail
ravens (n): large black birds
former (adj): sb/sth that used to be sb/sth else's ex
power station (n): a place where fuel is converted into electricity
interactive exhibit (phr): a display that people can touch and interact with
multimedia presentation (phr): when information is given in a number of different forms e.g. video, audio, slideshow, etc
exhibition (n): a public event where art or objects of interest are displayed
gothic (adj): dating from the Middle Ages

crowned (pp): being made king or queen in a coronation ceremony

tomb (n): a large grave above ground usually made of stone

famous figure (phr): famous/well-known person

3 **Aim** To practise vocabulary

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

Suggested Answer Key

- | | | |
|-----------|---------|---------------|
| 1 former | 3 chime | 5 exhibitions |
| 2 passing | 4 tomb | 6 impressive |

Speaking & Writing

4 **Aim** To write about tourist attractions in Ss' country

- Explain the task and give Ss time to write their paragraphs.
- Invite various Ss to read their paragraphs to the class.

Suggested Answer Key

Pokrovsky Sobor (Saint Basil's Cathedral) in Moscow is a famous tourist attraction. Dating from the 1550s and the time of Ivan the Terrible, it is full of history. Visitors can see amazing architecture, beautiful artworks and historical images.

Moscow's Kremlin is a very interesting and historic site. Not only is it where the President of the Russian Federation lives but it is also a fascinating museum. Visitors can visit the palaces where the Tsars lived, and learn about the history of war and weaponry in the Arsenal and the Armoury. They can also see amazing artefacts like the Tsar Cannon and the Tsar Bell.

6d Everyday English

Listening & Reading

1 a) **Aim** To present the everyday language of asking for information

- Explain to Ss that the phrases in the list come from the dialogue.
- Play the recording with pauses for Ss to repeat.
- Correct pronunciation if necessary.

b) **Aim** To identify speakers

- Explain the situation.
- Play the recording. Ss listen and do the task.

Suggested Answer Key

Andrei: I'm thinking of visiting the gallery next week, I'd like some information, please, How much is the admission, please?

Assistant at the Information Desk: We have a tea room., It's open all day., I hope you enjoy your visit.

2 **Aim** To learn synonymous phrases

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

Answer Key

I may pay a visit to the gallery – I'm thinking of visiting the gallery

When are you open? – Can you tell me what your opening times are?

How much do the entrance tickets cost? – How much is the admission?

For more than five people, it costs less. – There's a special discount for groups of five or more.

I wish you a pleasant visit – I hope you enjoy your visit.

Pronunciation

3 **Aim** To pronounce diphthongs /ɪə/, /i:/ and /eɪ/

- Play the recording with pauses for Ss to repeat.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

here – fear week – beach again – rain

Speaking

4 **Aim** To practise asking for information

- Explain the task and give Ss time to create dialogues with their partners.
- Invite various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Thank you for calling the National Museum. How can I help you?

B: Hello, I'm thinking of visiting the museum tomorrow and I'd like some information, please.

A: Certainly.

B: Can you tell me what your opening times are?

A: Of course, we're open from 10-6 Mondays to Saturdays.

B: OK, and how much is the admission charge?

A: Tickets are £8.50 for adults and £5.50 for children and senior citizens. There's a special discount for groups.

B: That's great! Thank you very much.

A: You're welcome. I hope you enjoy your visit.

6e Technology

Vocabulary

1 a) **Aim** To present vocabulary related to using gadgets

Play the recording with pauses to allow Ss to repeat chorally and/or individually. Correct pronunciation if necessary.

- b) **Aim** To present vocabulary related to gadgets

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

Suggested Answer Key

We can share photos on a tablet computer.

We can send an email on a laptop.

We can look up maps on a GPS receiver.

We can play video games on a video games console.

Reading

- 2 a) **Aim** To stimulate interest in the topic

Elicit answers to the question in the rubric.

Answer Key

You can see forums on the Internet.

- b) **Aim** To predict the content of a text

- Elicit answers to the question in the rubric.
- Give Ss time to read through and check.

Suggested Answer Key

This forum is about embarrassing moments people have had with their gadgets.

- 3 a) **Aim** To read for structure

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

Answer Key

- 1 D ... a few awkward moments ... The worst ...
- 2 F ... I decided to use it to walk to a restaurant ...
I took it out of the car ... entered the name of the restaurant.
- 3 B ... There was the restaurant. ... I felt so stupid ...
- 4 A ... cool smartphone ... try it out.
- 5 E ... ice cream all over my face ... embarrassed.

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

gadget (n): small useful tool or device

awkward (adj): embarrassing

mode (n): electronic programme or setting

spot (n): place

puzzled (adj): confused

can't wait (phr): feel very excited about sth you are expecting in the future

application (n): a piece of software which carries out a specific task

smack-bang (phr): directly and with force

- b) **Aim** To personalise the task

- Play the recording. Ss listen and read.
- Have Ss discuss their answer to the question in the rubric with a partner.

Suggested Answer Key

I think the second story is the most embarrassing. It's pretty stupid not to look in front of you when you walk. The other person could be very annoyed about their ice cream, too!

Grammar

- 4 **Aim** To recognise the differences between using the past simple and the present perfect

- Read out the theory box.
- Give Ss time to find examples in the text.
- Check Ss' answers around the class.

Answer Key

Past simple: was, moved, bought, could, decided, took, entered, followed, found, was, painted, was, felt, understood, was, took, was, bought, was, couldn't, took, started, was, was, walked, went, laughed, was, had

Present perfect: 've had, 've ever had

- 5 **Aim** To compare the past simple and the present perfect

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

Answer Key

- | | |
|----------------------|---------------------|
| 1 sent | 6 haven't received |
| 2 has had | 7 has been |
| 3 Have you ever used | 8 have you sent |
| 4 had | 9 Have you ever had |
| 5 bought | 10 left |

- 6 **Aim** To distinguish between the use of the past simple and the present perfect

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

Answer Key

- 1 won ... have/'ve just heard
- 2 Have you seen ... was
- 3 has had ... bought
- 4 has not/hasn't visited ... chatted
- 5 told

- 7 **Aim** To practise time expressions used with the past simple and the present perfect

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

Answer Key

- | | | |
|-----------|----------|-------|
| 1 since | 4 ever | 7 yet |
| 2 never | 5 always | 8 ago |
| 3 already | 6 just | |

Speaking & Writing

- 8 **Aim** To write a short paragraph about an embarrassing moment

- Explain the task and remind Ss to include all of the points in the rubric.
- Alternatively, this may be assigned as homework.
- Give Ss time to write their paragraphs then ask various Ss to read them aloud.

Suggested Answer Key

One evening I was at home watching TV with my family. My mobile phone rang and I saw a number I never call on the screen. It was an old friend of mine in Germany. I wondered what she wanted as we no longer kept in touch.

"Hello, Anna," I said. "How are you? I haven't heard from you in ages."

"But you sent me a text message and told me to phone you," she replied. "You said it was urgent!"

Then I realised it was a message for my sister Amber. I sent the message to the wrong person by mistake! I've never felt so embarrassed.

6f Cultural Habits

Vocabulary

- 1 **Aim** To present vocabulary related to social etiquette

- Direct Ss' attention to the pictures on pp. 106-107.
- Play the recording with pauses to allow Ss to repeat, chorally and/or individually.

- 2 **Aim** To personalise the task

- Have Ss discuss the questions in the rubric with a partner.
- Invite various Ss to share their answers with the class.

Suggested Answer Key

In my country it's impolite to point at people.

Listening & Reading

- 3 a) **Aim** To predict the content of the text

- Explain the task and give Ss time to read the title and the headings.
- Elicit answers to the question in the rubric.

Suggested Answer Key

The text is going to be about what is considered polite and impolite behaviour in different parts of the world.

- b) **Aim** To read for gist/consolidate a text

- Explain the task to Ss and give them time to complete it.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Para 1 – People don't look into each other's eyes in China.

Para 2 – A firm handshake in Turkey is considered rude.

Para 3 – Red and yellow flowers suggest negative ideas in Italy and Poland.

Para 4 – In Thailand you shouldn't point your feet at others.

Para 5 – Don't point at someone using your finger in Malaysia and the Philippines.

Para 6 – Bulgarians nod their head for no and shake it for yes.

Para 7 – It's polite to leave food on your plate in China and Korea.

- c) **Aim** To read for specific information

- Give Ss time to complete the task. Check Ss' answers around the class.

Suggested Answer Key

1 F ... many Chinese people will look at the ground when they greet you. It is a way to show respect.

2 H ... a firm handshake is very rude and they see it as a sign of anger.

3 B ... yellow flowers ... are used at funerals ... indicate jealousy ... red ones show secrecy.

4 C Be careful what you do with your feet ... that doesn't mean you should put your feet up on the coffee table!

5 A In the Philippines, people only point by moving their eyes towards a person ... or even by pursing their lips and pointing with their mouth.

6 G ... nodding your head up and down means no, while shaking your head from side to side means yes!

7 D In some parts of the world it's polite to eat all of the food on your plate ... but in China and Korea, you should leave something.

- Elicit/Explain the words in the **Check these words** box.

Suggested Answer Key

etiquette (n): rules of polite behaviour

polite (adj): well-mannered

rude (adj): ill-mannered; not polite

globe (n): world

ground (n): surface of the earth

respect (n): good opinion of others

make eye contact (phr): to look sb straight in the eye

avoid (v): to choose not to do sth

shake hands (phr): to greet sb by taking their hand in yours and moving it up and down

strength (n): ability and reliability

firm handshake (phr): the act of shaking hands with a strong grip

thoughtful (adj): considerate; kind

advice (n): useful suggestion

jealousy (n): envy; wanting what sb else has

secrecy (n): the act of hiding sth from being known to others

disrespectful (adj): not showing respect

sole (n): underneath part of the foot

host (n): person who invites you to their house

index finger (n): finger next to the thumb

purse your lips (phr): gather the lips so that the mouth makes a small 'o' shape

nod your head (phr): move your head in an up-and-down motion

side to side (phr): (of a movement) repeatedly to the left and to the right

confused (adj): mixed up; unclear

appreciate (v): be grateful for

obliged (adj): acting from necessity

4 **Aim** To learn collocations

- Give Ss time to complete the task.
- Ask Ss to read their sentences to the class.

Answer Key

- | | | |
|---------------|---------|--------------|
| 1 to make eye | 4 firm | 7 body |
| 2 nod | 5 show | 8 thoughtful |
| 3 social | 6 index | |

Suggested Answer Key

- In my culture, we **nod our heads** when we mean yes.
- It is a good idea to learn about **social rules** before you travel abroad.
- I don't trust someone if they don't have a **firm handshake**!
- In Japan, taking off your shoes before entering a home **shows respect** to your host.
- It's rude to point with your **index finger** in some Asian countries.
- We must be careful not to insult people of another culture with our **body language**.
- Giving a **thoughtful** gift when you visit someone's home is common in most cultures.

5 **Aim** To consolidate information from a text

- Explain the task to Ss and have them work in pairs or small groups.
- Invite various Ss to share their answers with the class.

Answer Key

Country	Dos	Don'ts
China	- look at the ground when you greet a stranger - leave some food on your plate	- make eye contact with people - eat everything on your plate

USA	- make eye contact when you greet a stranger - shake hands with a firm grip	- look at the ground when you greet sb - shake hands with a loose grip
Turkey	- shake hands with a loose grip	- shake hands with a firm grip
Poland	- bring a gift of flowers to a party	- bring yellow flowers
Thailand	- be careful what you do with your feet	- point your feet at someone - put your feet up on a table
Malaysia	- point using the whole fist and thumb	- point using the index finger
Philippines	- point by moving the eyes or pursing the lips	- point using the hand
Bulgaria	- nod your head to say no - shake your head to say yes	- nod your head to say yes - shake your head to say no
Korea	- leave some food on your plate	- eat everything on your plate

Suggested Answer Key

In China, look at the ground when you speak to strangers. Don't make eye contact with people. Leave some food on your plate at a host's house. Don't eat everything.

In the USA, follow the same social rules for greeting strangers as you do in Europe.

In Turkey, shake hands with a loose grip, not a firm grip.

In Poland, you can bring a gift of flowers to a party, but not yellow flowers.

In Thailand, be careful what you do with your feet. Don't point your feet, or the soles of your feet at someone and don't put your feet up on a table.

In Malaysia, point using the whole fist and thumb, not the index finger.

In the Philippines, don't point with the hand. Point by moving the eyes or pursing the lips.

In Bulgaria, you should nod your head when you mean no and shake your head when you mean yes.

In Korea, leave some food on your plate at a host's house. Don't eat everything.

Grammar

6 **Aim** To present the passive

- Write on the board.

	Subject	Verb	Object
ACTIVE	Sue	cooks	dinner every night.
	↓	↓	↓
PASSIVE	Dinner	is cooked	by Sue every night.

- Explain how we form the passive voice (*the verb 'to be' + past participle of the main verb*).
- Ask Ss to look at the sentence in the passive. Ask Ss: *What happens to the subject in the active voice?* (It becomes the agent in the passive voice.) Ask: *What happens to the object of the active voice?* (It becomes the subject.)
- Explain that we use the passive to talk about actions when the person who does the action is unknown, unimportant or obvious from the context; when the action is more important than the person who does it; in formal situations (e.g. *on signs, etc*). Explain how we turn an active sentence into a passive one using the example in the table.
- Elicit all the passive forms in the text on p. 106 and write them on the board.

Answer Key

are used, were given

7 **Aim** To practise the passive

Give Ss time to complete the task. Ask Ss to omit the agent where necessary. Check Ss' answers.

Answer Key

- 1 *In many countries handshakes are offered as a greeting.*
- 2 *Sweets and flowers are given as gifts by people to their host in Malaysia.*
- 3 *He was kissed three times on the cheek.*
- 4 *Dinner is served at 7 o'clock.*
- 5 *Flowers were offered to the hostess.*

Speaking & Writing

8 **Aim** To personalise the topic

- Give Ss time to discuss their answers with a partner.
- Elicit answers from various Ss around the class.

Suggested Answer Key

It is also considered polite to make eye contact when speaking to someone. We bring flowers and other gifts to our host when we visit their home. It can be a bit rude to point with our index finger, particularly if we point at a person. When it comes to eating, we usually finish all the food on our plate to show our host that they have cooked a delicious meal!

9 **Aim** To write a short paragraph about social etiquette

- Give Ss time to write their paragraphs. Alternatively, this may be assigned as HW.
- Have Ss proofread each other's work before hand it in.

Suggested Answer Key

In my country, if someone invites you for a meal, you should arrive about 15 minutes late. This gives the host

extra time to prepare. It's also polite to offer help preparing or cleaning up after the meal. When eating, try a little bit of everything on the table. If you bring the host a present, they should open it immediately.

6g Skills

Vocabulary

1 **Aim** To present vocabulary related to minor injuries/ailments

- Direct Ss' attention to the pictures on p. 108.
- Play the recording with pauses so Ss can repeat.
- Correct pronunciation when necessary.

Answer Key

1 B	3 C	5 K	7 E	9 D	11 H
2 I	4 A	6 G	8 J	10 F	

2 **Aim** To ask questions about minor injuries/ ailments using the present perfect

- Explain the task and give Ss time to ask and answer questions with a partner.
- Elicit answers from various Ss around the class, asking *Has anyone ever cut their finger/ had a nosebleed/twisted their ankle, etc?*

Suggested Answer Key

A: *Have you ever had a fever?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever sprained your wrist?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a toothache?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever twisted your ankle?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a cold or the flu?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a headache?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a nosebleed?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a sore throat?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever had a stomach ache?*

B: *Yes, I have./No, I haven't.*

A: *Have you ever got sunburn?*

B: *Yes, I have./No, I haven't.*

Listening

3 **Aim** To listen for specific information

- Explain the task and play the recording. Ss listen and take notes.

- Check Ss' answers around the class.

Answer Key

1 E 2 F 3 A 4 B 5 C

Speaking

- 4 **Aim** To listen for specific information/ practise taking notes while listening

- Read through the rubric aloud as Ss listen.
- Check answers from various Ss around the class.

Answer Key

- What are the symptoms? (doctor)
- You can also take this to get your temperature down. (doctor)
- What seems to be the problem? (doctor)
- I think you should stay in bed for a couple of days. (doctor)

The problem is that the patient has the flu. He/She should stay in bed for a couple of days, drink a lot of fluids and try to sleep it off.

- 5 **Aim** To role-play a dialogue

- Read out the rubric.
- Have Ss create dialogues with a partner. Walk around the class to monitor language.
- Invite various Ss to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello. What seems to be the problem?
 B: I have a really bad cold.
 A: What are the symptoms?
 B: I have a runny nose and a cough and I feel very tired.
 A: It sounds more like the flu to me.
 B: Really? What should I do?
 A: My advice is to drink lots of fluids and get lots of sleep. You can also take this cough medicine for your cough.
 B: Thank you, doctor.

6h Writing

Reading

- 1 **Aim** To analyse a rubric

- Have Ss read through the rubric and answer the questions.
- Explain to Ss that it is very important to read directions carefully for writing tasks so that they include everything they should.
- Check Ss' answers around the class.

Answer Key

1 a story 4 at least two
 2 readers of a teen magazine 5 either
 3 a first-person narrative 6 past simple

- 2 **Aim** To read for specific information and sequencing a text

- Read out the **Study skills** box.
- Give Ss time to read the story.
- Explain the task to Ss and give them time to reread the text and complete the task.
- Check Ss' answers around the class.

Answer Key

A 2 C 6 E 3 G 8 I 9
 B 4 D 1 F 5 H 7

- 3 **Aim** To recognise sequencing words

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

Answer Key

Last summer, An hour later, Then, Suddenly, then, Thirty minutes later

- 4 **Aim** To understand how to set the scene in a story

- Read out the **Writing Tip**.
- Have Ss answer the question in the rubric under the headings *where*, *when*, *who*, and *what*.
- Check Ss' answers around the class.

Answer Key

Where – in the mountains
 When – last summer
 Who – my dad and I
 What – camping trip
 (All this information is contained in the first paragraph.)

- 5 **Aim** To analyse a rubric

- Give Ss time to read the rubric and answer the questions.
- Check Ss' answers around the class.

Answer Key

1 a story
 2 readers of your school's English magazine/your fellow-students
 3 a(n) exciting/scary/embarrassing experience

Listening & Writing

- 6 **Aim** To listen for gist and write a story

- Explain to Ss that you will play a recording of a story that is similar to what they are to write.
- Ss listen and take notes to answer the questions in the plan.
- Elicit answers from various Ss.
- Give Ss time to write their stories, reminding them to follow the plan and to use sequencing words.
- Alternatively, this may be assigned as HW.
- Invite various Ss to read their stories to the class.

Answer Key

Para 1:

Who? Jane

Where? on a plane going to Ireland

When? last winter

What? Jane's first time on a plane – cousins to meet her at airport

Paras 2-3:

What happened? went through check-in – boarded plane – stormy weather – everything went smoothly at first – plane started jumping around – stewardess said not to worry – plane began tipping from side to side
What was the main event? plane dived towards ground very fast

Para 4:

What happened in the end? landed safely at airport – Irish cousins laughed – pilots dive to avoid air pockets
How did Jane feel? very relieved to be on the ground

Suggested Answer Key

Last winter Jane was on a plane going to Ireland. It was her first time on a plane and her cousins planned to meet her at the airport.

She went through check-in and a little while later boarded the plane. Outside, the weather was stormy. People fastened their seatbelts and the plane rose up into the air. Everything went smoothly at first. Then, suddenly, the plane started to jump around. The stewardess said there was nothing to worry about but Jane got scared when it began to tip from side to side. Finally the plane dived towards the ground at high speed. Jane expected it to crash and screamed, closing her eyes in terror.

Finally, they landed safely at the airport. Jane's cousins laughed when they heard the story. They said pilots often dive to avoid air pockets. Jane still felt relieved to be on the ground.

6i Curricular: Science

1 **Aim** To predict the content of a text

- Direct Ss' attention to the picture on p. 110.
- Have Ss discuss their answers to the question in the rubric.
- Elicit answers from various Ss around the class.
- Play the recording. Ss listen and check.

Suggested Answer Key

A mobile phone network works by using radio waves. It carries calls and messages back and forth by means of a base station.

2 **Aim** To read for specific information

- Give Ss time to reread the text and complete the task.
- Check Ss' answers around the class.

Answer Key

1 T 2 F 3 F 4 T 5 T

- Elicit/Explain the meaning of the words in the **Check these words** box.

Suggested Answer Key

keep in touch (phr): to maintain contact

sophisticated (adj): advanced; complex

frequency (n): number of times a sound wave vibrates within a specified time

base station (n): antenna on top of a building, mountain, etc, that relays telephone calls

antenna (n): device for sending and receiving electronic signals

cell (n): geographical area covered by a base station

transmit (v): to send (a message, picture, etc.)

3 **Aim** To learn synonyms

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

Answer Key

1 get through 3 transmits 5 network
2 disguise 4 frequency

4 **Aim** To do online research/make a presentation

- Have Ss read through the rubric.
- Give Ss time to research the topic with a partner or in a group.
- Alternatively, the task may be assigned as HW.
- Invite various Ss to present their research to the class.

Suggested Answer Key

The GPS (Global Positioning System) works by satellite. The GPS communicates with satellites by means of radio waves. This gives it precise information as to its location. If the radio waves are blocked, when the GPS is in a tunnel, for example, then the GPS may not recognise where it is.

Having established its location by satellite, the GPS reports it to the driver, using measurements of latitude and longitude. These measurements enable the GPS to plot a map on the GPS screen.

There are at present 30 GPS satellites owned by the USA and Russia, but other countries around the globe are developing their own GPS satellites too.

Language Review **6**

- | | | | |
|---|-----------|-------------|---------------|
| 1 | 1 contact | 5 thought | 9 burp |
| | 2 ruins | 6 handshake | 10 attraction |
| | 3 active | 7 opening | |
| | 4 climate | 8 cruise | |
-
- | | | | |
|---|----------|-------------|-----------|
| 2 | 1 social | 5 index | 9 tea |
| | 2 blow | 6 purse | 10 senior |
| | 3 radio | 7 puzzled | |
| | 4 firm | 8 panoramic | |
-
- | | | | | | |
|---|------|------|------|------|-------|
| 3 | 1 on | 3 on | 5 on | 7 on | 9 by |
| | 2 in | 4 by | 6 on | 8 by | 10 on |
-
- | | | | | |
|---|--------|---------|----------|------------|
| 4 | 1 cut | 3 van | 5 nod | 7 looked |
| | 2 true | 4 touch | 6 guided | 8 discount |
-
- | | | | | |
|---|------|------|-----------|------|
| 5 | 1 on | 3 to | 5 on | 7 on |
| | 2 in | 4 on | 6 through | 8 in |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into teams. Ask the teams in turn to make a sentence using words from the list.
- Each correct sentence earns one point. If the sentence is incorrect, then the team misses a turn.
- The team with the most points after all of the words have been used wins.

Suggested Answer Key

Steve's favourite **gadget** is his MP3 player.
 We got our puppy from the **animal shelter**.
 I can use my tablet PC to **browse a web page**.
 It is rude to **point at people**.
 I tried to **text someone** yesterday but my mobile phone ran out of battery.
 I **chat online** with my friends from America.
 I want to **write a blog** about football so people from around the world can read it.
 If you **twist your ankle**, it really hurts!
 I feel terrible today; I think I **have a cold**.
 I had some sour milk before, now I **have a stomach ache**.
 I felt so **awkward** when I tripped in class.

Quiz

Answer Key

- 1 F (The Nile is in Egypt)
- 2 T
- 3 F (In Italy, yellow flowers indicate jealousy and red ones show secrecy.)
- 4 T
- 5 T
- 6 T
- 7 T
- 8 T
- 9 T
- 10 F (In Bulgaria, nodding your head up and down means 'no'.)

Suggested Answer Key

- 1 The River Nile is in Egypt. (T)
- 2 VSO only takes experienced volunteers. (F – You don't have to be experienced.)
- 3 A Korean host likes you to eat all the food on your plate. (F – In Korea, it's polite to leave some food on your plate.)
- 4 Mount Etna is the largest active volcano in the world. (F – It's the largest active volcano in Europe.)
- 5 You shouldn't give yellow flowers in Poland and Bulgaria. (F – You shouldn't give yellow flowers in Poland and Italy.)
- 6 A mobile phone is a kind of radio. (T)
- 7 VSO started in San Francisco. (F – It started in London.)
- 8 There are ancient ruins in Sicily. (T)
- 9 Mobile phones can't work without antennas. (T)
- 10 In the Philippines people point with their lips. (T)

Skills **6**

Listening

- 1 a) **Aim** To introduce the topic

- Give Ss time to answer the questions in the rubric in pairs.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 Yes, I spent two weeks at a summer camp supervising younger children.
- 2 Of course volunteers make a difference. Many needy groups, such as old people, the homeless, orphans and other disadvantaged children can benefit from the work of volunteers.
- 3 I suppose volunteers can be of all ages and social backgrounds. It depends on the kind of work they are volunteering for. Young people, for example, may be more likely to volunteer for hard physical work. The main point is that volunteers are caring sensitive people who want to help others.

b) **Aim** To stimulate interest in the topic

- Ask Ss to read through the table.
- Give Ss time to brainstorm more positive and negative things for the table.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Positive things about volunteering	Negative things about volunteering
• learn a new language • get to know local culture and customs • experience a complete life change	• experience culture shock • become ill/contract a tropical disease • feel homesick

c) **Aim** To practise pre-listening skills

- Have Ss read through the sentences (A-F) in Ex. 1d.
- Explain the task and have Ss work in pairs.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- B was surprised to find people from so many different countries
 C didn't expect to form warm friendships with so many people
 D stayed longer than they meant to at first
 E keeps in contact with the children
 F says volunteers see a country through different eyes

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

- Play the recording. Ss listen and complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 E 2 A 3 F 4 B 5 D

Speaking

2 a) **Aim** To listen for specific information

- Direct Ss' attention to the **Study skills** box and read it aloud.
- Explain the task.
- Play the recording. Ss listen and complete the gaps.
- Give Ss time to complete the rest of the task in the rubric. Explain that speculate means to think about sth and to give your own personal opinion about it.
- Check Ss' answers around the class.

Answer Key

- 1 bus 3 coloured 5 change
 2 behind 4 sending

Sentence which speculates on the scene: They all seem to be enjoying themselves so they are probably on a school trip somewhere.

b) **Aim** To speculate about a scene

- Have Ss discuss their own speculations about the scene with a partner.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- A: Maybe they are going to visit a local tourist attraction.
 B: Yes, or they could even be going home from school! They're probably thinking what they're going to do when they meet up with the friends they're texting.
 A: They certainly seem to be in a good mood, anyway!

c) **Aim** To describe a photo

- Have Ss describe the photo in pairs.
- Elicit descriptions from various Ss.
- Give Ss time to answer the questions with a partner.
- Check Ss' answers around the class.

Suggested Answer Key

The picture shows a group of people at a bus stop who are about to get on a bus. The woman is first in the queue and there are a couple of men behind her. They are boarding at the front of the bus and the weather seems to be rather cold, judging by the people's clothes. Maybe they are travelling to work. They certainly don't appear to be tourists. I think this is probably somewhere in London, as the bus looks like the traditional red ones they have there.

- 1 I don't think anyone is especially enjoying their travel experience as they are probably going to or from work. It's just part of their daily routine.
- 2 My favourite travel experience was when I went touring around southern Greece with my friend on his motorbike. We saw such wonderful places and felt so carefree that I will never forget it!
- 3 My least favourite means of transport is the bus. Buses in the city where I live always get stuck in traffic jams and your journey takes forever! It's often smelly and crowded and you sometimes have to stand for ages because the bus is so full.

Reading

3 a) **Aim** To read for gist

- Give Ss thirty seconds to skim the text.
- Elicit answers to the question in the rubric from various Ss.

Suggested Answer Key

The text is about the Trans-Siberian Railway and some general advice for people who want to travel on it.

b) **Aim** To consolidate a text/read for gist

- Explain the task.
- Give Ss time to read the text and to match the headings to the paragraphs.
- Check Ss' answers around the class.

Answer Key

1 B	3 G	5 F	7 A
2 H	4 E	6 C	

4 a) **Aim** To recognise informal writing

- Read through the **Writing Tip**.
- Give Ss time to read through the rubric.
- Have Ss decide, in pairs, which beginning/ending to use.
- Elicit answers from various Ss.

Answer Key

The most suitable beginning/ending is
Peter, ... See you, Jack

b) **Aim** To practise using informal language in notes

- Explain the task to Ss and give them time to complete it.
- Go over answers on the board.

Suggested Answer Key

- 1 Sorry, but can't go out tonight.
- 2 Have to go to animal shelter to help. Someone there is sick.
- 3 Won't be back until midnight.
- 4 Why not go out tomorrow?
- 5 Call if you need anything.

c) **Aim** To write an informal note

- Give Ss time to write their notes. Remind them to follow the guidelines in the rubric.
- Alternatively, assign the task as HW.
- Invite various Ss to read their notes to the class.

Suggested Answer Key

Peter,
Sorry, but can't go out tonight. Have to go to animal shelter to help. Someone there is sick. Won't be back until midnight. Why not go out tomorrow? Call if you need anything.
See you,
Jack

Russia 6

Reading & Listening1 **Aim** To listen and read for information

- Ask the Ss to explain what they know about Konstantin Tsiolkovsky.
- Play the recording to the class. Ss listen and read and find out.

Answer Key

Tsiolkovsky was a Russian rocket scientist.

2 **Aim** To read for specific information

- Give Ss time to re-read the text.
- Elicit the answers from Ss around the class.

Answer Key

- 1 1967
- 2 The history of modern space exploration.
- 3 At the planetarium.
- 4 Outside in a garden.

3 **Aim** To read and identify passive forms

- Re-read the text.
- Ss rewrite the passive into active forms.

Suggested Answer Key

The museum opened in 1967. People named it after the Russian rocket scientist, Konstantin Tsiolkovsky (1857-1935). People divided it into three parts. People can see real rockets that cosmonauts used in early space exploration ... and millions of people have visited it over the past forty years.

Speaking & Writing4 **Aim** To elaborate on a topic

- Split Ss into pairs.
- Ss think of reasons to visit the museum.

Answer Key

- 1 The museum has many exhibitions.
- 2 You can see a real meteorite!

5 **Aim** To summarise a text

- Ss write a summary of the text.
- Ss present it to the class.

Suggested Answer Key

The Tsiolkovsky Museum of the History of Cosmonautics is in Kaluga city. It was opened in 1967. It is named after a famous Russian scientist called Konstantin Tsiolkovsky. The exhibition area is large and divided into three parts. You can see rockets, models and even a meteorite! There is also a planetarium. It receives many visitors every year.