

UNIT 6

Around the globe



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about tourist attractions, disappearing languages and travel blogs
- exchange information about tourist attractions, disappearing languages and travel blogs
- use different verb patterns
- talk about change using related vocabulary and the passive
- understand conversations in which people are asking for favours
- use appropriate phrases to introduce requests and ask for favours
- use appropriate phrases to show gratitude
- use descriptive language
- write a travel blog

UNIT CONTENTS

G GRAMMAR

- Gerunds and infinitives
- The passive

V VOCABULARY

- Travel and tourism: *astounding, breathtaking, dramatic, exotic, impressive, memorable, remarkable, stunning, superb, unique*
- Describing change: *be lost, decline, decrease, deteriorate, deterioration, die out, disappear, disappearance, increase, preservation, preserve, revival, revive*
- Wordpower: *out, pass out, work out, fall out, run out, stand out, turn out, chill out, burn out*

P PRONUNCIATION

- Consonant groups
- Consonant sounds

C COMMUNICATION SKILLS

- Discussing choices
- Discussing changes
- Introducing requests and saying you are grateful
- Writing a travel blog

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them three minutes to write down the names of different countries in the world beginning with each letter of the alphabet. Then go round the class asking for a country from each pair, starting with a, then b, then c and so on. If a pair cannot give an answer, they are 'out' and you move on to the next pair. If no one can name a country with a particular letter, reinstate the pairs and move on to the next letter.

- a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes. Students might need to use some unfamiliar words, for example *trolley* (used to carry shopping, suitcases), *luggage* (suitcases and bags), *departure lounge* (where you wait before boarding a plane), etc.



CULTURE NOTES

The picture shows a business man and a young boy passing the time while waiting for their flight at an airport. In spite of economic problems, more and more people are taking flights across the world. Recent figures show that in 2013/14 there was an increase in people travelling by plane of 4.6%, which brought the number of passengers up to 6.3 billion! The busiest passenger airport in the world is Hartsfield–Jackson Atlanta International airport in the USA with 94.4 million passengers in 2013, followed by Beijing Capital International and then London Heathrow. 2014 was the 100th anniversary of commercial flights. The first passengers in 1914 could have had no idea about the enormous numbers of people that would be taking flights one hundred years later!

- b Elicit different forms of transport for long journeys from the class, for example coach, train, ferry, plane, etc, and write them on the board. Ask students which type of transport they prefer for long journeys and why. Read through the questions with the class and ask them to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.



EXTRA ACTIVITY

In pairs, students list as many advantages and disadvantages as they can of using different forms of transport. Ask for their ideas as a class and have a group discussion. Extend the discussion by asking how the class think we will travel long and short distances in the future.

6A I'm not going to try to see everything

OPTIONAL LEAD-IN

Books closed. Think of a famous tourist attraction. This can be in your country or another. Note down or think of some information about it. Start with very general information and end with more specific information, for example *It's very tall. Tourists can climb it. It's a statue. It was created by a French person. It's in America. It's in New York. It's green.* Ask the class to guess which tourist attraction you are thinking of and give them the information as clues. Find out how many clues it takes until they guess the correct attraction (the Statue of Liberty). Put students into pairs to think of their own attractions. They then present their clues for the rest of the class to guess the attractions.

1 READING and LISTENING

- a** Ask students if they enjoy sightseeing and why/why not. Students look at the photos of attractions, without reading the information, and tell you what they can see. Ask students what they know about the places. Read through the information to find out if they have mentioned any of the points. You may wish to elicit or pre-teach the phrase *crown jewels* (crown – what a king or queen wears on the head; jewels – rare and expensive stones that people put in jewellery). Discuss as a class whether students have visited any of the places and which they would most like to visit. If you wish, give students information from the Culture notes below.

CULTURE NOTES

The Tower of London Ravens

There are always six ravens (very large, black birds) at the Tower of London. There is a legend that says the Tower and the Kingdom will fall if the ravens leave. King Charles II first started keeping ravens at the Tower. To stop them leaving, each raven has one wing trimmed, which means that they shouldn't be able to fly. They are looked after and fed daily by the Raven Master.

EXTRA ACTIVITY

In pairs, students discuss and note down any advantages and disadvantages there might be to visiting different tourist attractions like those in the photos or the ones mentioned during the lead-in (if you used it). Take feedback as a class.

- b** Tell students they are going to read some tourist comments about different attractions. Ask where we might find such comments (on a travel website) and whether students themselves would leave comments for others after visiting an attraction and why. Ask students to read through the comments and decide which are positive and which are negative. Check answers as a class and ask students to give reasons for their answers. If you did the extra activity, check to find out if any of the points the students raised there are mentioned.

Answers

Positive: 1, 4, 5, 7

Negative: 2, 3, 6, 8

At the end of this lesson, students will be able to:

- understand texts about tourist attractions
- understand people talking about tourist experiences
- use gerunds and infinitives correctly
- use a lexical set related to travel and tourism correctly
- persuade someone to visit a tourist destination

VOCABULARY SUPPORT

baroque – style of architecture from the 17th century

interior (B2) – inside

precious (B2) – rare and important

relic – the remains of something old

residence (C2) – where someone lives

- c** In pairs, students match the comments with the photos. Check answers as a class.

Answers

- 1 The Tower of London
- 2 Schönbrunn Palace, Vienna
- 3 Topkapi Palace, Istanbul
- 4 The Louvre, Paris
- 5 Schönbrunn Palace, Vienna
- 6 The Tower of London
- 7 Topkapi Palace, Istanbul
- 8 The Louvre, Paris

- d**  **2.39** Tell students they are going to hear two tourists, Di and Bernie, talk about sightseeing. Play the recording for students to listen and answer the two questions. Tell them not to worry about understanding every detail at this stage. Check answers as a class.

Answers

Di mentions the Schönbrunn Palace, Vienna.

Bernie mentions the Louvre, Paris.

Di thinks the people organising these tours try to include too much in the timetable. Bernie thinks that sightseeing tours would mean you get to see a bit more and don't waste time working things out.

Audioscript

- d1** Because I was travelling on my own, I decided to book myself on a coach tour. I thought it'd be fun and, you know, it would be easy to meet people and hang out with them in the evenings. Well, that was true – I made friends quite easily. But the tour itself ... well, I'd never do it like that again – not ever. The problem is the people organising these tours try to include too much in the timetable. It's madness. Some days you have to be up, packed and ready to go by about 7.30 am. And all the time they'd say, 'Remember to do this, remember to be back at such-and-such a time.' I mean, I was on holiday – this felt like being in the army! And they never allowed enough time to visit places. Like, I remember visiting this really beautiful palace just outside Vienna – the Schönbrunn Palace, it's called. In the gardens they have this really cool maze – you know, where they plant a whole lot of trees and hedges and it feels like you're getting lost. Anyway, we were all having a great time in the maze, but no, we had to get on the bus and go to the next thing. Before arriving in Rome, I became friendly with a woman, Sue – she was travelling alone too. We decided to leave the tour – didn't care about the money – and we found our own hotel to stay in. It was just a small place near a market. Every morning when I woke up I could hear the sellers setting up their market stalls. So Sue and I spent a week in Rome and then went on to Florence and Venice. Visiting these cities was a real highlight. And one of the reasons why was, it was great to do things in our own time. It was like getting out of school.

BERNIE I worked in London over the winter months and then I got together with three other mates and we bought this van from a South African couple and we took off together to travel around Europe. We had a great time together and there were just a couple of times when we sort of disagreed about what we'd do. The only thing is finding your way round these European cities and getting from one place to another, it's ... well, it's a bit of a nightmare really. I mean, we had guidebooks and maps and things, but often what you read about didn't really match reality. And there are just so many cars and so many people. Driving in Paris was really hard work. It was the first really big city we went to. On the second day there, we were driving down a road and I noticed all these people waving their arms at us. We were driving on the wrong side of the road! It was difficult to get used to that. We were only there for three days and we didn't really know where to begin. We went to the Louvre to see the Mona Lisa and all that. But the painting's in this room and there were all these people there with their phones taking a photo – without looking at the painting. And, actually, I couldn't really see it at all. Sometimes I'd see other tourists on some kind of tour and it all looked nice and organised for them, so I guess you get to see a bit more that way and you don't waste a whole lot of time trying to work things out. Next time I go away I might try going on a tour of some kind.

VOCABULARY SUPPORT

hedge (B2) – a line of small trees used to divide gardens
maze – a complicated system of paths where it is possible to get lost

- e**  **2.39** Read through the comprehension questions with the class. Play the recording again for students to answer the questions. Pause at different points to give students time to note down the answers. Students compare their answers with a partner. Check answers as a class.

Answers

Di

- 1 She was travelling on her own and thought it would be a good way to meet other people.
- 2 The people organising the tour try to include too much in the timetable.
- 3 In the maze at the Schönbrunn Palace.
- 4 They spent a week in a hotel in Rome and then went to Florence and Venice.

Bernie

- 1 three other friends
- 2 The information in them didn't match reality.
- 3 They were driving on the wrong side of the road.
- 4 There were lots of people in the room taking pictures on their phones, and he couldn't really see the painting.

- f**  Put students into pairs or small groups to discuss the questions. Monitor and contribute to encourage conversations. Take feedback and ask for comments as a class.

2 GRAMMAR Gerunds and infinitives

- a**  **2.40** In pairs, students choose the correct verbs. Play the recording for them to check.

Answers

- 1 to meet 2 to travel 3 Driving 4 arriving

- b** Students do the matching task in pairs. Check answers as a class.

Answers

- a 4 b 3 c 1 d 2

- c** Tell students that some verbs can be followed by both a gerund and *to* + infinitive, but the meaning of the verb may be a little different. Students match the verbs and meanings individually. Check answers as a class. To practise, ask students to give an example of something they tried to do yesterday (attempted to, probably not successfully) and something they tried doing (as an experiment, to see what would happen). Also, ask them to think of something they remember doing and something they remembered to do yesterday.

Answers

- 1 b 2 a 3 a 4 b

LANGUAGE NOTES

The verb *like* can be followed by both the gerund and *to* + infinitive. The meaning is slightly different, e.g. *I like going camping* = I enjoy it. *I like to go to the dentist every six months* = I think it's good to do this.

CAREFUL!

Students often use the wrong verb pattern, e.g. ~~*I enjoy to eat French food*~~ (Correct form = *I enjoy eating French food*). It is important to tell students that they need to learn which verbs take *to*-infinitive and which take verb + *ing* and record these verbs with an example, giving the context.

- d** Ask students to imagine what they might hear if they were in a market selling food and arts and craft items (people talking, sounds of putting merchandise on stalls, etc.) and what they might notice if they were driving around a big city like Paris (people sitting drinking coffee and reading newspapers, traffic congestion). Read through the sentences and elicit where the objects go. Point out the other verbs we can use the pattern with.

Answers

The objects in brackets go after the main verb (*hear, noticed*). These verbs are connected with senses (hearing, seeing, etc.).

LOA TIP ELICITING

Elicit examples to practise the pattern. Say the first part of the sentences below to elicit a correct ending from the class:

When I went up the Eiffel Tower, I saw ... (e.g. a group of English kids running up the stairs)

When I was at the top, I heard ... (e.g. a bell ringing from the cathedral nearby)

When I came down, I watched ... (e.g. some musicians playing in the park)

When I was walking back to my hotel, I smelled ... (e.g. some onions and garlic cooking in a restaurant)

- e **2.41-2.44** Students read the information in Grammar Focus 6A on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure the students are using the correct patterns. Tell students to go back to SB p.69.

Answers (Grammar Focus 6A SB p.145)

- a 2 see 3 being 4 riding 5 to talk
 b 1 d 2 i 3 f 4 a 5 h 6 e 7 b 8 j 9 g 10 c
 c 2 speaking 3 Living, learning 4 to check 5 running
 6 being 7 To avoid 8 to leave 9 Spending 10 beating

- f Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers

- 1 Seeing 2 visiting 3 speaking 4 to go 5 to look for
 6 having 7 Discovering 8 to visit 9 being 10 seeing

- g Put students into small groups or pairs to discuss the questions. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class.

EXTRA ACTIVITY

In pairs or individually, students write a comment on a travel website about a tourist attraction they have visited. Encourage them to use verb patterns they have looked at in the lesson. Ask students to read out their comments for the class.

3 READING

- a Ask students to look at the website and photos and say what they can see. Check if students know where these places are, and if not, ask them to guess the countries. Read through the title and introduction to the website as a class and ask students individually to answer the questions. Students read the article quickly to find the answers to these questions. Check answers as a class.

Answers

- 1 Mexico, Vietnam, Russia
 2 no
 3 Mexico and Vietnam: part of nature
 Russia: man-made

- b Students read the article again in more detail to decide if the sentences are true or false. They compare answers with a partner. Check answers as a class.

Answers

- 1 T 2 F – it's extinct. 3 F – the food was superb. 4 T
 5 F – they were moved there in the 1950s from elsewhere. 6 T

VOCABULARY SUPPORT

cheeky (B2) – a little rude but usually funny
trek (C1) – to walk a long way or with some difficulty

FAST FINISHERS

Ask fast finishers to underline unfamiliar words in the website and guess their meanings by looking at the context. Check through these during class feedback.

- c Put students into pairs to discuss the two questions. Monitor and check that students are using appropriate vocabulary. Take feedback as a class and find out which places the majority of the class would most like to visit.

4 VOCABULARY Travel and tourism

- a Get students to put the adjectives from the text on the board and check whether these are positive or negative.

Answer

positive

- b Individually, students read through the questions and answer them. Check answers as a class.

Answers

- 1 special 2 stays in your mind for a long time
 3 foreign and interesting 4 exciting and surprising
 5 something you admire 6 only one 7 of very high quality
 8 very surprised 9 almost as though hit by its beauty
 10 beautiful and exciting

EXTRA ACTIVITY

Ask students to cover exercise 4b. Read the definitions from the sentences to elicit the correct adjectives. Say: *Something you don't forget easily is ...* Students respond with: *memorable*.

- c **2.45 Pronunciation** Play the recording for students to mark the stress on the adjectives. Check answers as a class.

Answers

- | | | |
|------------|----------|--------------|
| impressive | stunning | breathtaking |
| remarkable | dramatic | memorable |
| superb | exotic | |
| astounding | unique | |

- d Students think of things they've seen as a tourist and adjectives to describe them. Give an example of your own, for example *The view from the top of the Eiffel Tower is breathtaking*. Monitor and help where necessary. Students work in pairs and tell their partners about the things they've chosen. Take feedback as a class and ask for examples.

- e **2.46-2.48** Students complete the exercises in Vocabulary Focus 6A on SB p.159. Check answers to Exercises a, b and c. Monitor the discussions in Exercise d. Play the recording for students to answer Exercises a and b in the Pronunciation section and take feedback after the writing task in Exercise c. Tell students to go back to SB p.70.

Answers (Vocabulary Focus 6A SB p.159)

- a 1 outskirts 2 feature 3 constructions 4 setting
 b a 4 b 1 c 3 d 2 e 6 f 5
 c 1 get 2 running 3 turned 4 stopped

Pronunciation

- a They are all several consonants pronounced together.
 b a•pproval di•scuss•ion ex•pen•sive a•pply hun•gry
 trans•fer con•trast de•stroy

5 READING and SPEAKING

- a** ▶ Put students into pairs. Assign A and B roles. Tell Student A in each pair to go to SB p.130 and Student B to go to SB p.128. Tell them that they each have information about two tourist destinations. They must read and make notes about both destinations. They then should decide which they would prefer to visit. After this, they tell their partner about the place they have chosen. The pair should then decide which of these two places to visit. Each student should try to persuade the other to go to his/her chosen destination. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Do not interrupt the conversations unless you need to prompt a stalling discussion.
- b** Take feedback as a class and ask which destinations the students finally chose and why. Deal with any language points.



VOCABULARY SUPPORT

boasts (C2) – having or possessing something to be proud of

densely (B2) – having many things in a small area

fortification – buildings to defend a place

geothermal – from heat from inside the earth

geyser – a spring of hot water and steam from the ground

lighthouse – tall tower on the coast with light to guide ships

medieval (B2) – the period in the past from about the year 500 to 1500

picturesque (B2) – a very beautiful place

steam (B2) – clouds of hot water

ADDITIONAL MATERIAL

▶ Workbook 6A

▶ Photocopiable activities: Grammar p.194, Vocabulary p.214, Pronunciation p.245

6B About half the world's languages will disappear

At the end of this lesson, students will be able to:

- use a lexical set of words related to describing change correctly
- understand an article about dying languages
- use the passive accurately
- understand an interview with a linguist
- discuss endangered languages

OPTIONAL LEAD-IN

Books closed. Tell students that in most countries, people in different areas speak different dialects. For example, in Newcastle in the north-east of England, people say *aye* for *yes* and *gadgie* for *man*. Ask for examples of dialects in students' own countries.

Discuss these questions:

- 1 Are there any words that your parents use that have now fallen out of fashion?
- 2 Do you like speaking your parents' dialect or do you find it old-fashioned?
- 3 Are there any minority languages in your country? Is the language strong or are fewer people speaking it today than before? Is anyone trying to revive it?

1 READING and LISTENING

a Ask students to work in pairs and name as many languages in the world as they can in two minutes. Check ideas as a class and find out how many the class have thought of between them. Check pronunciation of the languages. Ask students to work in small groups to do the quiz together. Monitor and encourage students to guess if they don't know the answer. Take feedback as a class and ask how many of the questions the groups think they have got right. Don't confirm the answers at this point.

b Tell students that they will listen to an expert on languages and check their answers to the quiz. Play the recording for students to listen and check. Find out which group had the most correct answers. Discuss the two questions as a class.

Answers

- 1 'Small' languages, such as tribal languages in Northern Australia.
- 2 An area where there are many languages but they're spoken by very few people.

Audioscript

INTERVIEWER With us this week is Professor William Barnett, who is a specialist in dying languages. Professor, first of all, how many languages are there in the world? It must be more than the number of countries in the world?

PROFESSOR Oh yes, much more. There are about 200 independent countries in the world but we think there are around 7,000 different languages.

I 7,000?

P Yes, more or less. We don't know exactly, because there may well be languages in areas like the Amazon that we haven't even discovered yet. In fact we only have detailed knowledge of about 15% of the world's languages.

I And some of these are very widely spoken.

P Yes, that's right. Spanish, for example, is spoken by over 400 million people as a first language, English has about 500 million native speakers, Arabic has about 300 million. And the language with the most native speakers is Mandarin Chinese. It's spoken by over 900 million people, that's 14% of the world's population. So these languages are very big, and they're doing fine. In general, the languages that are widely spoken are increasing while the languages that are spoken by smaller groups of people are declining.

I And is this something to worry about?

P It certainly is, yes. The number of languages in the world is decreasing very very quickly, roughly one language every two weeks – that means that about 30 languages are lost every year. The situation is deteriorating because of globalisation – people have more contact with each other, and they start to speak English or Spanish or Chinese instead of their own language, and their own language dies out. We think that over the next 100 years about half of the world's spoken languages will die out. That means 3,500 languages will disappear completely in just a hundred years.

I Yes, that's serious. Is there anything we can do about it?

P Well, one thing we can do is record the languages and

find out more about them. Most 'small' languages are spoken in certain regions of the world – we call these 'language hotspots'. These are areas which have a lot of different languages but each language is spoken by very few people. In one small part of Northern Australia, for example, there are around 135 different tribal languages, but they're all in danger of disappearing. So we're focusing on areas like these, and we're writing the languages down and recording the voices of the last remaining speakers. So it may not be possible to revive the language, but at least we can try and preserve it for future generations.

2 VOCABULARY Describing change

a Read through the words in the box with the class and ask students to match the meanings with the words. Check answers as a class.

Answers

- 1 preserve
- 2 be lost, die out, disappear
- 3 increase
- 4 decrease, decline
- 5 revive
- 6 deteriorate

b Individually, complete the sentences and compare answers with a partner. Check answers as a class.

Answers

- 1 increasing
- 2 decreasing/declining
- 3 being lost / dying out / disappearing
- 4 revive

c Play the recording for students to say whether the pronunciation of the noun and verb forms are the same or different. Play the recording again, or model the words for students to repeat as a class.

Answer

The verbs have the stress on the second syllable; the nouns have the stress on the first syllable.

d Ask students to say how the words in bold are pronounced. Elicit this by reading the sentence yourself and pausing at the targeted word for students to say it. This can be done as a class activity or by nominating a few students. Play the recording for students to check.

e Point out that when we form nouns from verbs, there are different types of changes we can make to the words. Some, like those in 2c and 2d, keep the same form, but others take different endings. Read through the endings in the box. Ask students in pairs to make nouns with these endings from verbs 1–4. Check answers as a class. Elicit other nouns the students know with these endings, for example *arrival*, *communication*, *tolerance*.

Answers

1 disappearance 2 deterioration 3 revival 4 preservation

f Give an example of something that has recently increased or decreased in your country, e.g. *There has been an increase in students going to university*. Ask students to think of three things that have changed in their countries and then to tell their partners about them. Take feedback as a class. Ask whether students think these are trends that will continue or change again in the future, and why.

3 READING

a Ask students if they know of a language in the world that has died out, and elicit reasons why this might have happened (for example young people don't want to learn it). Read the title and introduction of the article. You may wish to elicit or pre-teach *pre-neolithic* (very old, dating back to the end of the Stone Age, before 8000 B.C.) and *apartheid* (a policy of separating people because of their race, in South Africa in the 20th century). Students read the article quickly to find out how the three languages are similar and how they are different. Check answers as a class.

Answers

The languages are similar in that they are very old and are/were spoken by a very small group of people. They are different in that one language has died out, one is likely to die out soon, but the other one is being spoken by an increasing number of people.

VOCABULARY SUPPORT

ancestor (B2) – a person related to you who lived a long time ago

click (C2) – a sudden sound made with the tongue against the roof of the mouth or with the fingers

descendant (C2) – a person who is related to you and who lives after you, such as your child or grandchild

mother tongue (B2) – the language you learn as a child

b Students read the article again and make notes. Take feedback as a class.

Suggested answers

| | number of speakers | increasing/decreasing | other important facts |
|-----------|--------------------|-----------------------|---|
| Bo | 0 | lost | 65,000-year link to one of the world's oldest cultures; been spoken since pre-neolithic times |
| N u | 8 | decreasing | During apartheid, people were discouraged from speaking N u |
| Wampanoag | about 50 | increasing | Jessie Little Doe and her husband are raising their three-year-old daughter in the language and organise a 'language camp' every summer |

c Students think of questions and possible answers, and then discuss them as a class.

FAST FINISHERS

Ask fast finishers to think of one more question and possible answer. Check their ideas during class feedback.

4 GRAMMAR The passive

a Write these sentences on the board:

1 *English is spoken in England.*

2 *They speak English in England.*

Elicit which sentence uses a passive form (1).

Individually, students match examples 1–8 with the passive forms. They then compare with a partner. Check answers as a class.

Answers

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

b Individually, students choose the correct answer. Check the answer as a class.

Answer

a

c Individually, students check back through the text to find and underline other examples of the passive and to say what tense they are in. Check answers as a class.

Answers

one which is being brought back (present continuous passive)
 N|u is now only spoken (present simple passive)
 were discouraged (past simple passive)
 which is attended (present simple passive)
 is spoken (present simple passive)
 has been revived (present perfect passive)



LOA TIP CONCEPT CHECKING

Write these examples on the board and ask questions to check students understand the use of the passive:

English is taught at many primary schools.

Ask: *Who teaches it?* (the teachers)

Ask: *Is this obvious?* (yes)

Ask: *Do we need to mention the teachers?* (no)

Our exam papers have been lost.

Ask: *Who lost the papers?* (We don't know.)

Ask: *Is it important?* (no)

A linguist is being interviewed on TV.

Ask: *Do we know who is interviewing him?* (yes – the presenter)

Ask: *Who is more important, the presenter or the linguist?* (the linguist)

- d** **2.52-2.53** Students read information in the Grammar Focus 6B on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses of the verb *be* and only mention the agent when necessary. Tell students to go back to SB p.73.

Answers (Grammar Focus 6B SB p.145)

- a** 2 was sent 3 is used 4 will be informed 5 hasn't been caught 6 had already been taken/were already taken
b 2 were told about this restaurant by my sister 3 can only be dreamed of 4 had already been built 1,000 years ago 5 can't always be depended on 6 will be looked after well
c 2 from 3 by 4 with 5 from 6 from, by

CAREFUL!

Students often make mistakes with the formation of the passive, usually missing out the correct form of *be* or other verb forms, e.g. *What kind of materials include in the fee?* (Correct form = *What kind of materials are included in the fee?*) or *Alice borned 21 years ago in a little village* (Correct form = *Alice was born 21 years ago in a little village*).

- e** Students rewrite the paragraph using the passive and compare with a partner. Monitor and help where necessary. Encourage self-correction. Check the answer as a class.

Answer

The N|u language is in serious danger because it is only spoken in a few small villages. In the past, it was spoken in a large region of South Africa and Namibia. It has now been recorded and written down and it is being taught to children in schools by teachers who have learned the language themselves.

- f** Put students into pairs or small groups to discuss the questions. Monitor and contribute to discussions. Take feedback as a class. If your group is multilingual, this will be interesting for the class and may take longer than if you have a monolingual group.

5 LISTENING and SPEAKING

- a** Tell students that they are going to hear a linguist talking about preserving (saving) endangered languages. In pairs, students read through the questions and predict how the linguist will answer them. Check ideas as a class.
- b** **2.54** Play the recording for students to check their ideas. Check answers as a class.

Answers

- Yes, it is part of your identity.
Yes, we're losing part of human culture.
- No, you can keep your own 'small' language and learn a 'big' language.
- Yes, if we want to enough.

Audioscript

INTERVIEWER Professor Barnett, your job is to try to preserve endangered languages.

Does it really matter if small languages die out and bigger languages take over? Why is it so important?

PROFESSOR Well yes, it does matter, it matters very much. First of all, of course it matters to the people who speak that language. Your language is part of your identity. Imagine if English died out and no one spoke it any more, how would you feel?

I OK, that's on a personal level. But what about for the wider world? Is it really important?

P Well, yes. If we lose a language, we're losing a part of human culture, there's all that knowledge that the language contains. It's like losing a painting or a building. Every language has its own way of seeing the world.

I How do you mean? Could you give an example of that?

P Well, one example, it's very well known, is a language called Inupiaq, it's spoken in northern Canada. Now they have over 100 different ways to describe sea ice. It's unique to that language, you couldn't translate that into English. And you can find examples like this in every language – every language has a different way of looking at the world.

I OK, I can see that, but isn't it a good idea if everyone learns a global language, say English or Spanish or Chinese, or whatever? Then they can talk to other people. That's what language is for, surely?

P Yes, of course it's a good idea, but that's not the point. People often think you have to give up your own 'small' language to learn a 'big' language, and in the past that often happened, but in fact you don't have to do that. You can keep your language and learn the big language – in other words, teach children to be bilingual.

I So, do you think it's really possible to stop languages from dying out?

P Yes, I think it is if we want to enough, and it's already being done by people all around the world. One important thing we can do is change attitudes, especially in children, make them feel proud of their own language, because unless children want to speak their own language, the language dies. And another thing is we can use technology, and this is quite new. We can record people speaking the language, and we can create apps so kids can practise the language, for example. I think that's really important because it gives a feeling that the language is something modern and fun, and something for young people to learn.

- c** **2.54** Read through the sentences with the class and play the recording again for students to tick the points the linguist makes. If you have a weak group, you may wish to pause at relevant points during the recording and/or play it again. Students compare answers in pairs. Check answers as a class.

Answers

- 1 ✓ 2 ✓ 4 ✓ 6 ✓ 7 ✓

- d Ask which points in 5c the students agree or disagree with and why. Discuss this as a class.
- e  Put students in groups of four. Divide these groups into two pairs and tell them that they are going to have a discussion and argue for and against an issue. Assign A and B roles. Pair A go to SB p.133 and Pair B to SB p.131. Students read the arguments for or against preserving languages. Monitor carefully at this stage and help students with additional ideas if necessary.
- f  Students discuss the issue with a new partner. They can use arguments they have just looked at, or their own ideas. Remind students that whatever their own opinion, they have to defend the side they are given. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and let students report back on their discussions. Find out if any students have changed their views after the discussion.



EXTRA ACTIVITY

Put students into pairs. Tell students that their language is endangered and that they are going to an international linguistics conference where top linguists will choose one out of many dying languages to save. Ask each pair to think of six reasons why their language should be saved. If you have a multilingual class, you can put students of the same language in pairs. Take feedback as a class.

ADDITIONAL MATERIAL

-  Workbook 6B
-  Photocopiable activities: Grammar p.195, Vocabulary p.215

At the end of this lesson students will be able to:

- understand informal conversations about asking favours
- use appropriate phrases to introduce requests
- express gratitude
- practise pronunciation of consonant sounds
- ask for and respond to favours

OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs and to think of as many ways as they can of saying *please* and *thank you* in different languages. Ask for suggestions as a class and find out which pair thought of the most. Tell students that many people think that English people are very polite, sometimes too polite. Ask for their opinions, and whether their own languages use a lot of polite expressions or whether politeness is conveyed in different ways, for example gestures.

- a** Write the word *favour* on the board. Elicit how we can use this in a question and what it means: *Can you do me a favour?* (Can you do something for me?) In pairs, students discuss the questions. Take feedback as a class.
- b** Ask students what happened in the last part of the story (Sam and Emma were thinking about how to improve their business). Students look at the photo and say what they can see. Ask who they think is asking for a favour and what it might be.
- c** Play Part 1 of the video or audio recording for students to check their ideas.

Answers

Sam and Emma ask Becky to do them a favour. They'd like her to look after the café at the weekend.

Video/Audioscript (Part 1)

- EMMA** So, if we leave late afternoon on Friday ...
- SAM** I need to check with Becky though.
- E** Do you think it'll be a problem?
- S** Well, it's asking quite a lot.
- E** She knows what to do, doesn't she?
- S** Yeah, but it means she'll have to look after the café for a day and a half by herself. Open up, set things up, deal with the cash, clean up – everything.
- E** True.
- S** That doesn't seem very fair – she has only just started.
- S** Becky?
- BECKY** Yeah?
- E** Do you mind if we ask you a favour?
- B** Of course not. What is it?
- S** Feel free to say no, but we – that is, Emma and I – we were hoping to get away ... on Friday afternoon ... for the weekend.
- B** Oh, lovely! Where?
- S** Paris, actually.
- B** Fantastic.
- S** So we were wondering ...
- B** Do you want me to look after the café?
- E** Would you?
- B** Of course. I can close up on Friday and sort everything out on Saturday. Just tell me what you need me to do.
- S** Are you sure?
- B** Of course. I'm happy to help.
- S** Thanks. That's really nice of you.
- E** Yes, thanks, Becky. It's just, Sam hasn't had a weekend off for more than nine months.
- B** My pleasure – it's about time you two had a break together. And I know how everything works now – it's no trouble at all.
- E** We really appreciate it.
- B** And if I don't know what to do, I can always ask Phil. Can't I, Phil?
- PHIL** What's that?
- B** You know all about the café.
- P** Do I?
- S** Don't worry, JK. Go back to your book.
- E** Yes, make us all famous.
- S** I really am very grateful.
- B** It's not a problem.

- d** Play the video or audio recording again for students to answer the questions as a class.

Answers

- 1 go away for a long weekend (to Paris)
- 2 reluctant, nervous
- 3 relieved, grateful

2 CONVERSATION SKILLS

Introducing requests

- a** Read through the conversation with the class and ask if this is a good way to ask a favour. Play the excerpt from Part 1 and ask students what the difference is between the two conversations. Ask which way is better (the second because the person is more likely to agree and is more polite).

Answer

The written dialogue is shorter, more direct and not as polite.

- b** Ask students to work in pairs to put the stages of the conversation/request in order. Check answers as a class.

Answers

- 3
- 2
- 4
- 1

- c** Students choose the best answer. Check the answer as a class.

Answer

- 3 They realise they're asking Becky a big favour.

- d** Remind students that Sam and Emma used polite phrases to make their request. Students add the words in the box and match parts of the sentences. They then compare with a partner. Check answers as a class.

Answers

- 1 c Do you mind if I ask you something?
- 2 a I'm really sorry to ask you this, but ...
- 3 e There's an idea I'd like to run past you.
- 4 b I was wondering if you wouldn't mind ...?
- 5 d I hope you don't mind my asking, but ...

- e** Read through the replies in the speech bubbles and discuss the questions as a class.

Answers

- 1 Go right ahead.
- 2 No, not at all. / No, that's fine.
- 3 What is it?



LOA TIP DRILLING

To practise the intonation of the polite phrases, start with a choral repeat task. Model the phrases for the students to copy, for example *Do you mind if I ask you something? There's an idea I'd like to run past you ...*, etc.

Following this, give the first word of a phrase for the students to complete:

Say: *Do ...* (Do you mind if I ask you something?)
There's ..., etc.

EXTRA ACTIVITY

In pairs, students practise the requests in 2d. This time, one student asks and the other gives an appropriate reply. Monitor and check the replies are appropriate and the intonation is correct.

3 USEFUL LANGUAGE

Showing you are grateful

- a** **2.57** Ask students to make a request, e.g. *I'm really sorry to ask you this, but could you not give us any homework tonight?* You reply: *That's no problem.* Elicit thanks from the student. Write *grateful* on the board and explain that this is what the students feel. Ask students to complete Sam's sentence as a class. Play the recording for students to check.

Answer
really nice

- b** Students arrange the words to find other expressions to show appreciation. Check answers as a class.

Answers
1 We really appreciate it.
2 We're really grateful.
3 It's so kind of you.
4 I don't know how to thank you.

- c** Read through the possible replies to the expressions with the class and ask students to choose the one that is not a suitable reply. Model the expressions and replies for the students to repeat.

Answer
4 It is not polite: we usually show that we are happy to help and aren't doing the favour in order to get the other person's gratitude.

4 LISTENING

- a** Students look at the photos and say what they can see. Discuss the questions as a class.

- b** **2.58** Play Part 2 of the video or audio recording for students to listen and check their answers.

Answers
1 To return Becky's notes.
2 Because he has a great idea for the story.
3 She can't start the assignment this weekend (because she is working).

Video/Audioscript (Part 2)

- BECKY** Hi there.
TESSA Hi. Just returning your notes.
PHIL Great!
T Great?
P Yes.
T Great what?
P I've just had this great idea. For the story.
B Great!
T So ... um ... What is it you're writing?
P A science-fiction novel.
T Oh. I'm quite into science fiction.
P Oh. Really?
T You must tell me about it – I mean, your story ... your ideas. One day.
P Oh, right. Yeah. Sure. One day. Love to.
B So ... my notes.
T Oh, sorry. Thanks for the loan.
B No problem.
T Hey, I was thinking. You know this project – photographing bridges. We should probably make a start soon. I know somewhere great we could go.
B Good idea. When were you thinking?
T How about this weekend?
B Sorry, I can't. I've just told Sam I'd look after the café.
T No problem – how about the weekend after then?
B It's a date.
T Do you want a hand on Saturday?
B Here?
T Yeah. I can help clear tables and ... things like that.
B Great, thanks. That's really kind of you.
T I'm more than happy to help out.
B And if things are a bit slow ...
T What?
B Phil can tell you all about his book.

- c** **2.58** Students do the true/false task individually. Check answers as a class.

Answers
1 T 2 F – she asks Phil to tell her his ideas. 3 T 4 F – she offers to clear tables. 5 F – she doesn't suggest this.

5 PRONUNCIATION

Sounds and spelling: Consonant sounds

- a** **2.59** Read through words 1–8 with students, and model the sounds. Individually, students match words a–h from the video with the correct sounds. Play the recording for students to check the answers.

Answers
1 /θ/ thirty think
2 /ð/ they together
3 /s/ say sorry
4 /z/ zero close
5 /ʃ/ shop fiction
6 /ʒ/ usually pleasure
7 /tʃ/ choose check
8 /dʒ/ jeans bridges

- b** Students work in pairs to find sounds from 5a in the words.

Answers
1 ideas /z/
2 earth /θ/
3 television /ʒ/
4 jewel /dʒ/
5 bother /ð/
6 sugar /ʃ/
7 science /s/
8 future /tʃ/

- c** **2.60** Play the recording for students to check their answers. Students repeat the words for practice.

6 SPEAKING

- a** Tell students that they are going to ask their partners a big favour. First, they must think of a really big favour to ask. Give an example of your own, for example *I want to ask my neighbour to look after my dog for a week while I'm on holiday*. Monitor and help if necessary.
- b**  Look at the examples in bubbles to remind students of phrases they have learned during the lesson for making requests, replying, thanking and responding. In pairs, students role-play the request. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples of requests, and whether students would really agree to these requests or not.



FAST FINISHERS

Fast finishers can role-play the request again, this time not agreeing immediately to the request, but hesitating and needing further persuasion or encouragement.

ADDITIONAL MATERIAL

- ▶ Workbook 6C
- ▶ Photocopiable activities: Pronunciation p.246
- ▶ Unit Progress Test
- ▶ Personalised online practice

6D Skills for Writing

The scenery was fantastic

OPTIONAL LEAD-IN

Books closed. In pairs, students write down what they think the top five tourist attractions are in the world. Put pairs into small groups to discuss and choose a top five from their suggestions. Each group then presents their suggestions to the class. Find out if the class can agree on a top three in the world. Ask why these attractions have become so popular, for example beauty, history, architecture, etc.

1 SPEAKING and LISTENING

- a**  Students look at the photos. Tell them that they are the top five attractions in the USA. Students say what they know about them as a class, why the attractions are popular and if students have visited or would like to visit any of them. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Manhattan is a highly populated island in New York. It is an important cultural centre and it is where most of the tourist attractions in New York are, e.g. the Empire State Building, Wall Street, and you can get a ferry to the Statue of Liberty.

The Grand Canyon is a steep canyon in Arizona, USA, made by the Colorado River. It is 446 km long. In places it is up to 29 km wide and over a kilometre deep.

The White House has been the official home of the US president since 1800. Its real address is 1600 Pennsylvania Avenue, Washington DC.

Niagara Falls is the name of three waterfalls that cross the border between Canada and the USA. They are up to 51 metres high.

Las Vegas is a very famous city in Nevada, USA and was established in 1905. It is a popular destination because of its entertainment, in particular its casinos and hotels.

- b**  **2.61** Tell students they are going to hear a man and a woman telling a friend about a trip to the Grand Canyon. They need to listen to say which two topics in the box the people do not talk about. Play the recording for students to find out the topics. Check the answers as a class.

Answers

cars
meals

Audioscript

ALEX So where did you go?

KIRSTEN We went camping in the Grand Canyon. It was amazing, a real experience. But before, we drove through the Mojave Desert – that's a big salt desert, just salt for miles and miles.

A Wow, amazing.

K And we saw cowboys, didn't we, John. Where was that?

JOHN I don't know, some town near there. It was like a cowboy show, they had a shootout.

A You mean like a gun fight? For show?

K Yeah, that's right. Then we stopped for something to eat, and we were really lucky cos it was getting late and we had nowhere to stay, but the owner of the restaurant was really nice, wasn't he?

At the end of this lesson, students will be able to:

- talk about top tourist attractions in the USA
- understand people talking about a trip to the Grand Canyon
- understand a travel blog
- use descriptive language when writing about a trip
- write a travel blog

J He let us camp behind the restaurant.
K Yeah, the people were really friendly, weren't they?
J Yeah. It wasn't very comfortable, though.
A Why not?
K We couldn't blow up the airbed. It had a hole in it.
J So we slept on the ground. Really uncomfortable.
K Anyway, the next day we actually saw the Grand Canyon.
A Oh, that must be incredible.
K It is. It's breathtaking. I've never seen anything like it.
A Did you walk through it, or what?
K No, we just drove round it. Round the south rim, that's where the best views are. And we camped there too.
J We were lucky to find a place. It was peak season.
K Yeah. So anyway, then we watched the sunset over the Grand Canyon. Pretty amazing. And the next day we got up at 4.45 and saw the sunrise.
A 4.45!
J Oh, it was worth it. It looks completely different at dawn. Um, what else did we do?
K We saw a condor.
J Oh yes, they're really rare apparently. Only 30 birds left. Really impressive birds.
A Mm, sounds great.
K And then we went on to Las Vegas.
A Wow, Las Vegas? Hope you didn't lose all your money!

VOCABULARY SUPPORT

condor – a very large bird, lives in mountains

dawn (B2) – the beginning of the day

peak season (B2) – the most popular time for tourists

rim – the edge of something circular

shootout – a fight using guns

- c**  **2.61** Play the recording again for students to answer the questions individually. Pause where necessary to give students time to note down answers. Students compare with a partner. Check answers as a class.

Answers

- 1 They drove.
- 2 It's a salt desert.
- 3 They camped. The first night was very uncomfortable because there was no airbed. For the second night, they were lucky to find a place.
- 4 They saw the sun rise and saw a condor.
- 5 They went to Las Vegas.

- d** Individually, students choose the top tourist destinations in their own countries.
- e**  Put students into pairs to compare their destinations and say why these are interesting for tourists. If you have a monolingual group, they should find out if they agree on the places and the reasons. Take feedback as a class and ask for examples.



EXTRA ACTIVITY

Put students into groups of three and ask them to choose one tourist destination between them. Then, ask students to create a conversation similar to the one they've just listened to. You could get students to record their conversations on their mobile phones and play the recordings for the rest of the class. If you choose not to record the conversations, get a stronger group to act out their conversation in front of the class and get the class to ask questions about the destination.

2 READING

- a** Ask students if they ever read travel blogs and why or why not. Students read Kirsten's blog about the trip she talked about. They need to find points she didn't mention in the recording. Check answers as a class.

Answers

We ate, then went to the Desert Drive Watch Tower to watch the sun going down.
After breakfast, we headed up to the village where a bus service took us round the other part of the South Rim. We took a short walk ...
We watched [condors] circling right above our heads.
We saw the canyon from a few different viewpoints.
After that, we headed up to Lake Mead for a few days to relax before the madness of Las Vegas.



VOCABULARY SUPPORT

grandeur – something that is impressive has this
literally (B2) – emphasising how large or great an amount is
phenomenon (C1) – something that is very unusual
re-enactment – an occasion where people act out something that really happened, e.g. a battle

3 WRITING SKILLS

Using descriptive language

- a** Ask students if they think the blog is interesting and why (yes, because Kirsten uses a variety of adjectives). Students check through the blog to find examples of other adjectives meaning *very beautiful* or *very big*. Check answers as a class.

Answers

very beautiful: breathtaking, superb, impressive, fantastic
very big: huge

- b** Students decide which adjectives in the box are positive and negative. Check answers as a class.

Answers

positive: mind-blowing, fabulous, awesome, out of this world, unbelievable, awe-inspiring, unforgettable
negative: disappointing, ordinary, uninspiring, dull

- c** Read the sentences with the class and elicit that different adjectives are used after *absolutely* and *very*. Students work in pairs to choose which adjectives can go in which sentences. Check answers as a class. Then ask if students know any other adverbs that can replace *absolutely* and *very*.

Answers

1 mind-blowing, fabulous, awesome, out of this world, unbelievable, awe-inspiring, unforgettable
2 disappointing, ordinary, uninspiring, dull
The words *totally* and *completely* can replace *absolutely*. The words *really* and *extremely* can replace *very*.



LANGUAGE NOTES

Adjectives can usually be classed as normal/standard or strong/extreme. We use intensifiers such as *very/really* with normal adjectives, but not strong ones, e.g. *very big* *very enormous*. Likewise, we can use intensifiers such as *absolutely/totally* with strong adjectives, e.g. *absolutely enormous*, but not with normal ones, e.g. *absolutely big*.

- d** In pairs students change the sentences to make the meaning stronger. Check answers as a class.

Suggested answers

- 1 Manhattan was amazing and I thought the buildings were very inspiring.
- 2 The Niagara Falls were amazing. We went on a boat below the Falls – it was unbelievable.
- 3 People say that Las Vegas is a mind-blowing place to visit, but I thought it was dull.

- e** Individually, students find examples using the word *experience* in the blog and complete the expressions. Check answers as a class.

Answers

- 1 It was an experience in itself.
- 2 It was the experience of a lifetime.
- 3 It was a whole different experience.

- f** Put students into pairs or small groups. Students tell their partners about one of their own tourist experiences, using the language from 3a–e. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples.

4 WRITING

- a** Tell students that they are going to write a travel blog about one of the photos. Alternatively, they can use a holiday photo of their own. They should plan a blog to include their chosen photo and make notes on the points given. Monitor and help with ideas where necessary.
- b** Students write their blogs, using language they have learned in this lesson. Monitor and encourage self-correction where students make errors.



LOA TIP MONITORING

For this task, you might choose to focus on vocabulary range while monitoring. Encourage students to use a variety of adjectives to avoid repetition and pay attention to their use of intensifiers. If a student has used the wrong intensifier, just point it out and question with a gesture or expression.



FAST FINISHERS

Fast finishers can swap blogs and add a comment to the one they are reading. Check through these during feedback.

- c** Students swap travel blogs with a partner and ask and answer questions about the place. Take feedback to ask for examples from the blogs and to find out whether students are persuaded by the blogs to visit the places.

ADDITIONAL MATERIAL

- ▶ Workbook 6D

UNIT 6

Review and extension

1 GRAMMAR

- a Write the beginnings of some sentences on the board and elicit the correct verb patterns:

When I go on holiday I enjoy... (gerund)

Yesterday I saw someone... (gerund)

When I speak English it's difficult... (to-infinitive)

Students find and correct the errors in the sentences and then compare with a partner. Check answers as a class.

Answers

- 1 to relax
- 2 to help you
- 3 to remember to do
- 4 notice people doing
- 5 remember doing

- b  In pairs, students ask and answer the questions. Take feedback and ask for examples.

- c Students complete the paragraph with the correct passive or active forms. Check answers as a class.

Answers

- 1 was given
- 2 bought
- 3 was discovered
- 4 was seen
- 5 passed
- 6 was being cleaned
- 7 said
- 8 was sold
- 9 paid
- 10 was valued

2 VOCABULARY

- a Individually, students complete the sentences. Check answers as a class.

Answers

- 1 memorable
- 2 impressive
- 3 exotic
- 4 stunning
- 5 breathtaking

- b Students choose the correct alternatives and then compare with a partner. Check answers as a class. You may wish to ask students to talk about shops they know that have changed over the years.

Answers

- 1 deterioration
- 2 revive
- 3 preserve
- 4 died out
- 5 decreased
- 6 increase
- 7 been lost

3 WORDPOWER *out*

- a  2.62 Write the word *out* on the board. In pairs, students write down as many multi-word verbs with *out* as they can. Check ideas as a class. Play the recording for students to complete the multi-word verbs. Check answers as a class.

Answers

- 1 burn out
- 2 pass out
- 3 work out
- 4 fallen out
- 5 run out
- 6 stands out
- 7 turned out
- 8 chill out

- b Ask students to complete the exercise individually and warn them to be careful with the verb forms. They need to think about context and meaning. They then compare answers with a partner. Check answers as a class.

Answers

- 1 turning out
- 2 chilling out
- 3 run out
- 4 burn out
- 5 stands out
- 6 work out
- 7 pass out
- 8 falls out

- c Individually, students read the questions and make notes about their answers.

- d  Put students into pairs to discuss their answers. Take feedback as a class and ask for examples from the conversations. Find out how far the students agree with each other and who gives the most interesting answer.



FAST FINISHERS

Fast finishers think of two or three more personal questions using other multi-word verbs with *out* from the lesson. Check these during feedback and ask the class for answers.



EXTRA ACTIVITY

In pairs, students write four sentences using multi-word verbs with *out*. Students delete the verbs to create gapped sentences to swap with another pair. Check answers as a class.

 Photocopiable activities: Wordpower p.229



REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.