

Answers Exercise 1

- a Canada
- b page 50
- c You find information about the statue of David by Michelangelo.
- d sailing boat

LESSON 1

4

Go trans-global

Unit objectives

Describe experiences in the past
Talk about travelling
Describe places

Skills guides

Reading guide: Guessing words
Writing guide: Linkers of addition and contrast (1)

Language contents

Grammar: Present perfect with *ever* and *never*, Present perfect with *just*, *yét* and *already*
Vocabulary: Geographical features, Things to see in a city or town
Vocabulary guide: Synonyms
English in Use: Talking about a trip

❖❖ Unit Race

1 How quickly can you find the answers?

- a Which national flag is shown in the photo on page 59?
- b What page is the *Reading guide* on?
- c What information does it give in *Did you know ...?* on page 52?
- d What types of transport appear on page 50?

🔍 Rack Your Brains!

2 EXAM! Complete the crossword with the words connected with different places in a city.

- 1 It's a place where you buy medicines and cosmetics.
- 2 You go there to watch the latest films.
- 3 It's a big shop where you can buy different things: clothes, jewellery, bags, shoes, etc.
- 4 You can buy CDs and music DVDs there.
- 5 It's a big shop where you can buy many things at the same time, e.g. food, cosmetics etc.
- 6 To go there, you need a special costume and a towel.

- 7 It's a place where many young people meet and play bowling.
- 8 It's a kind of restaurant where you don't have to wait for food for a long time.
- 9 You go there in the evening and dance with your friends.
- 10 It's a place where you buy books.
- 11 You skate there.
- 12 It's a place where people buy newspapers and magazines.
- 13 People go there when they need to buy trousers, blouses, skirts, etc.

Answer Exercise 2

- | | | |
|---------------------|-----------------|-----------------|
| 1 chemist's | 6 swimming pool | 11 ice rink |
| 2 cinema | 7 bowling alley | 12 newsagent's |
| 3 departament store | 8 fast food | 13 clothes shop |
| 4 medja store | 9 disco | |
| 5 supermarket | 10 bookshop | |

4 Go trans-global

Unit objectives

Describe experiences in the past
Talk about travelling
Describe places

Lesson aims

To look at the language and objectives covered in the unit and to introduce the topic of the unit.
To teach a lexical set related to geographical features.

Warm-up

Divide the class into four teams and tell them that they are going to do a geography quiz. Write the following city names on the board. Teams have to write the correct country for each city. Give students three minutes to write their answers and then go through answers with the class. The team with the highest score is the winner.

<i>Ontario</i>	(Canada)
<i>Sheffield</i>	(England)
<i>Toulouse</i>	(France)
<i>La Paz</i>	(Bolivia)
<i>Shanghai</i>	(China)
<i>Dhaka</i>	(Bangladesh)
<i>Nairobi</i>	(Kenya)
<i>Budapest</i>	(Hungary)
<i>Kyoto</i>	(Japan)
<i>Jakarta</i>	(Indonesia)
<i>Cairo</i>	(Egypt)

Unit Race

- 1 Set a short time limit for students to look through the unit and find the answers in pairs. Tell students to look at the photo and describe what they can see.

Rack Your Brains!

- 2 Students complete the crossword individually writing down the words describing places. Then one of the students reads out the mystery word. Check the rest of the words with the whole class.

Teacher's notes

Vocabulary

Geographical features

- Students match the photos with the words from the box.
- 26 Play the track for students to listen, check and repeat.

Tapescript Exercise 4

1 <i>border</i>	6 <i>lake</i>
2 <i>forest</i>	7 <i>river</i>
3 <i>waterfall</i>	8 <i>pole</i>
4 <i>mountain range</i>	9 <i>island</i>
5 <i>ocean</i>	10 <i>equator</i>

- Students read the sentences and complete them with the words from exercise 3. You may need to help with some of the more tricky vocabulary: *navigable* (deep enough for ships to sail through); *equidistant* (the same distance); *surrounded by* (to have something all around you). Students can compare their answers in pairs before a whole class check.

Vocabulary guide

Synonyms

Students read about synonyms. Explain that learning synonyms can help students make their writing more interesting. Elicit synonyms for the adjectives *big* (*large, enormous, huge, etc.*) and *small* (*tiny, little, miniature, etc.*). Then ask students to match the words in the *Vocabulary guide* box with their synonyms from exercise 3.

Speaking

- In pairs, students take turns to describe to each other one of the places from exercise 3. The other student tries to guess what place their partner is talking about. Walk around the class and monitor the activity.

Optional activity

Ask students to choose one of the places presented in the photos. Their task is to imagine they are spending their holiday there. Ask them to write a postcard to their friend. They need to include description of the holiday place, their current activities, places visited before and plans for the next step of their trip. This activity could be set as homework.



Homework

Workbook, Vocabulary, page 33

Teacher's notes

Answers Exercise 3

- | | |
|------------------|------------|
| 1 border | 6 lake |
| 2 forest | 7 river |
| 3 waterfall | 8 pole |
| 4 mountain range | 9 island |
| 5 ocean | 10 equator |

Answers Exercise 5

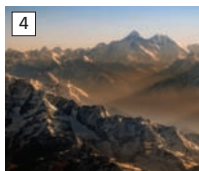
- | | |
|------------------|-------------|
| a lake | f equator |
| b Ocean | g island |
| c Pole | h Forest |
| d border | i river |
| e mountain range | j waterfall |

UNIT 4

Vocabulary
Geographical features

3 **EXAM!** Match the photos with the words below.

island ocean lake river waterfall
mountain range forest pole equator border



4 **1** **26** Listen, check and repeat.

5 **EXAM!** Complete the sentences with the words in 3.

- a Titicaca is the highest navigable _____ in the world.
- b The Pacific _____ is bigger than the Atlantic Ocean.
- c Penguins live at the South _____.
- d The _____ between the USA and Canada is 8,891 km long.
- e The Andes form the longest _____ in the world.
- f The _____ is an imaginary line round the world, equidistant from the two poles.
- g Britain is an _____ because it is completely surrounded by water.
- h Robin Hood lived in a wood called Sherwood _____.
- i The Vistula is the _____ which passes through Cracow, Warsaw and Gdańsk.
- j The _____ at Niagara is on the border between Canada and the USA.

Vocabulary guide

Synonyms

A synonym is a word with a similar meaning to another word in the same language. If you use synonyms, you don't have to repeat the same words all the time.

Can you match these words with their synonyms in 3?

- | | |
|------------|--------|
| a frontier | d sea |
| b sierra | e wood |
| c isle | |

Speaking

6 **EXAM!** Work in pairs. Imagine that you are in one of the places in 3. Tell your friend what you can see. Ask your friend to guess where you are.

*I can see a lot of water and a piece of land.
The water is everywhere around the land.*

Answers Vocabulary guide

- a border
- b mountain range
- c island
- d ocean
- e forest

Answers Exercise 1

- a Mike
- b both
- c neither of them
- d Ellen
- e both
- f both

Answers Exercise 2

- a Nearly means 'almost' or 'not quite'.
- b negative
- c Solo means 'on one's own', 'without other people'.
- d It's behind her.

LESSON 2



Round the world adventurers

Mike Golding
(GB, born 1960)
Why is he famous?
Because he's been a real sailing maniac all his life! He's sailed in the most important races: he's won the Transat and has had many successes in the Velux Five Oceans and the Atlantic Challenge. He's started his own business and he's written two books. Now he's become one of the most popular British sailors.

Has he ever had any dangerous moments?
Sure! He entered one of the most dangerous races – sailing alone around the world in a non-stop race – the Vendée Globe. In 2005 he finished it in 88 days 15 hours 15 minutes. Do you know that more people have climbed Mt Everest than have finished this race? There are sailors who have **nearly** died during the Vendée Globe! Why? Think about 90 days of hard work in **rough** seas, all alone!

How does he relax?
Relax? When you love to win you can't relax! Mike has sailed in three editions of the Vendée Globe and he hasn't won it yet! But he never gives up – he wants to sail again and be the best!



Ellen MacArthur
(GB, born 1976)
Why is she famous?
She's sailed round the world, alone, in just 71 days 14 hours 18 minutes. That's faster than anybody else, man or woman. Apart from that, she's won lots of other important races, **solo** and with other people. She's also written books about her adventures.

Has she ever had any dangerous moments?
The most dangerous moments during the round the world trip were when she had to climb the **mast**, to repair it. The mast was 30 metres high. When there was no wind and a calm sea she could climb the mast in five minutes. But when the winds were strong and the seas were **rough** it could take one and a half hours! And the movement of the mast was so violent that her legs were red when she came down. Ouch!

How does she relax?
She goes sailing!

• Did you know that the first person to sail round the world was Ferdinand Magellan in the 16th century? It took him 3 years!

Reading

1 EXAM! 27 Read the texts. Who has done the things below – Mike, Ellen, both or neither of them?

- a start a business
- b sail round the world
- c climb Mt Everest
- d have problems at sea
- e write a book
- f win a race

Reading guide
Guessing words

When there is a word you don't know in a text, use these things to help you:

- a the words before and after the new word
- b the situation
- c any information you know about the topic of the text
- d any words that are similar to the new word in your own language

2 Look at the words in blue in the text. Answer the questions using the Reading guide to help you.

- a What does *nearly* mean?
- b Has *rough* got a positive or negative meaning?
- c What does *solo* mean?
- d Look at the photo of Ellen on her boat. Can you see the *mast*?

3 Read the text again and answer the questions.

- a Who sailed round the world faster – Mike or Ellen?
- b Who sailed in a team?
- c Why was it dangerous for Ellen to climb the mast sometimes?
- d Why is sailing around the world so dangerous?
- e Why does Mike want to enter the Vendée Globe again?

Answers Exercise 3

- a Ellen
- b Neither of them.
- c It was dangerous for Ellen to climb the mast when the winds were strong and the seas were rough because it made the movement of the mast very violent.
- d Because the sea could be sometimes very rough and there are sailors who have nearly died.
- e He wants to win the race and be the best.

Lesson aims

To learn to guess the meaning of unknown words and to read about some round-the-world adventurers.


To revise the affirmative, negative, question forms and short answers of the present perfect.

To revise the present perfect with *ever* and *never*.

Warm-up

Start the lesson by eliciting names of different adventurers or explorers and their achievements. Marek Kamiński who has reached both the South and North Poles in one year is a good example here. Try to establish what students know about Mike Golding and Ellen MacArthur.

Reading

- 1  27 Students read the text quickly to match the people to the activities. Remind them to look for the key words in the text to find their answers as quickly as possible. Check answers with the class.

Reading guide

Guessing words

Students read the techniques to help them guess the meaning of words they don't know. Point out that they won't always need to understand every word in a text – they should only concentrate on the words which are important for doing the task.

- 2 Students look at the words in blue and answer the questions about their meaning. They use the information in the *Reading guide* to help them.

- 3 Students read the text again and answer the questions.

Cultural note

Draw students' attention to the cultural note at the side of the page. Ferdinand Magellan (1480–1521) was a Portuguese explorer who led the first expedition that sailed the world (1519–1522). Magellan also named the Pacific Ocean (the name means that it is a calm, peaceful ocean). Magellan sailed from Seville, Spain, with five ships, the *Trinidad*, the *San Antonio*, the *Concepción*, the *Victoria* and the *Santiago*. Three years later, only one ship (the *Victoria*) made it back to Seville, carrying only 18 of the original 270 crew members. Magellan was killed towards the end of the voyage, on the Island of Mactan in the Philippines, during a battle with the natives. The Basque navigator Juan Sebastián de Elcano (del Cano) completed the trip.

Optional activity

Students work in pairs and design a questionnaire checking people's personality profile, e.g. how adventurous, romantic, outgoing they are. The questionnaire should include ten questions, e.g. *Have you ever held a spider in your hand?*, *Have you ever walked through a forest at night without a torch?*, etc. This activity could also be set as homework. Remind students to think about the score and the number of answers 'yes' which would classify the respondent as adventurous, romantic, outgoing, etc. In the following lesson the students could circulate around the classroom doing their surveys.

Teacher's notes

Grammar


Present perfect

- 4 Students look at the sentences in the grammar box and then choose the correct alternatives in the rules about the present perfect.

See	Language Guide, pages 56–57
	Grammar Summary, pages 136–137


Pronunciation

Contractions with have and has

- a 1  28 Play the track for students to listen to the contractions. Point out the elision from the 's' of the contracted *has* onto the beginning of the next word.

Tapescript Pronunciation Exercise a

- 1 John's travelled to Portugal.
- 2 She's written a poem.
- 3 They've seen the pyramids.
- 4 You've done a lot of things.

- b 1  28 Play the track again for students to listen and repeat.

- 5 Students complete the text with the correct form of the present perfect. Go round the class, asking different students to read out a completed sentence and ensure that they are pronouncing the contracted forms correctly.

Language focus

Remind students that the present perfect is used to describe a general experience in the past. If the speaker wants to give specific time references, he/she will use the past simple tense. Point out that *written* is an irregular past participle – other common irregular past participles are *seen* (*see*), *done* (*do*), *had* (*have*), *taken* (*take*) and *given* (*give*).

Grammar

Present perfect with ever and never


- 6 Students read the sentences in the grammar box and answer the questions about the present perfect with *ever* and *never*.

See	Language Guide, pages 56–57
	Grammar Summary, page 137

- 7 Students use the prompts to write questions in the present perfect with *ever*. Walk round, helping students if necessary. Ask for answers from different students in the class.

Speaking

- 8 In pairs, students ask and answer the questions in exercise 7 about their experiences. Demonstrate the first question and answer with a volunteer student. Remind students of the short answers: *Yes, I have* or *No, I haven't*.

	Homework
	Workbook, Grammar, pages 33–34; Reading, page 37

Teacher's notes

Answer Exercise 4

- a past
- b don't use
- c past participle

Answers Exercise 5

- a Have you had
- b has flown
- c haven't flown
- d have been
- e haven't done
- f have read
- g Have you seen
- h has written
- i has ridden

Grammar
Present perfect

Present perfect

Affirmative

- a He's **travelled** in a plane at more than 1,000 kph.
- b They've **sailed** round the world.

Negative

- c He **hasn't written** a book.
- d They **haven't made** a film.

Questions

- e What **have** you **done**?
- f **Has** she **written** a book?

Short answers

- g Yes, she **has**./No, she **hasn't**.

4 Look at the grammar box and choose the correct alternatives.

- a We use the present perfect to describe *past/future* experiences.
- b With the present perfect *we use/don't use* specific time references (yesterday, two days ago, in 2002, etc.).
- c We make the present perfect with *have/has* and the *past simple/past participle* of the main verb.

See [Language Guide, pages 56–57](#)
[Grammar Summary, pages 136–137](#)

Pronunciation

Contractions with have and has

a 1. 28 Listen to the sentences.

- 1 John's travelled to Portugal.
- 2 She's written a poem.
- 3 They've seen the pyramids.
- 4 You've done a lot of things.

b 1. 28 Listen again and repeat.

UNIT 4

5 **EXAM!** Complete the text with the correct form of the present perfect.

(a) _____ you _____ (have) any adventures? One of my friends (b) _____ (fly) in a helicopter. I (c) _____ (not fly) in a helicopter, but I (d) _____ (be) in a normal plane. Now that I think about it, I (e) _____ (not do) anything adventurous. But I (f) _____ (read) a lot of books about adventures. (g) _____ you _____ (see) any films with the actor called Michael Palin? He's an actor and he (h) _____ (write) a lot of books about his adventures and travels. He (i) _____ (ride) camels! My life must be boring because the only thing I ride is my bike!

Grammar

Present perfect with ever and never

Present perfect with ever and never

- a **Has** she **ever had** any dangerous moments?
- b He's **never had** a moment of relaxation.

6 Look at the grammar box and answer these questions.

- a Do we use *ever* in questions or negative sentences? What about *never*?
- b Do *ever* and *never* come before or after the past participle?

See [Language Guide, pages 56–57](#)
[Grammar Summary, page 137](#)

7 Write questions with these words and *ever*.

- a cross a border
Have you ever crossed a border?
- b see a waterfall
- c be on an island
- d cross a river
- e be in a boat on a lake
- f visit a mountain range
- g walk in a forest
- h cross the equator
- i fly in a hot-air balloon

Speaking

8 **EXAM!** Ask and answer the questions in 7.

Answers Exercise 6

- a We use *ever* in questions and *never* in negative sentences.
- b They come before the past participle.

Answers Exercise 7

- b Have you ever seen a waterfall?
- c Have you ever been on an island?
- d Have you ever crossed a river?
- e Have you ever been in a boat on a lake?
- f Have you ever visited a mountain range?
- g Have you ever walked in a forest?
- h Have you ever crossed the equator?
- i Have you ever flown in a hot-air balloon?

Answers Exercise 1

- | | | |
|---------------|-------------|-----------|
| 1 art gallery | 5 cathedral | 9 square |
| 2 palace | 6 tower | 10 avenue |
| 3 bridge | 7 museum | 11 church |
| 4 statue | 8 fountain | |

Answers Exercise 4

- a He's in Venice.
b square, fountain, art gallery, statue

LESSON 3

Vocabulary

Things to see in a city or town

- 1 **EXAM!** Match the photos with the words below.

museum art gallery palace cathedral
fountain square tower statue
avenue church bridge



• Did you know that the statue of David was by Michelangelo? It took him three years to complete and it's 4.34 metres high.

- 2 **EXAM!** 1 **EXAM!** 29 Listen, check and repeat.
3 Think of a famous example, national or international, for each of the places in 1.
art gallery – National Gallery in London

52

Listening

- 4 **EXAM!** 1 **EXAM!** 30 Mike is on an end-of-year school trip to Italy. Look at the map of his route. Listen to him talking to his mother on the phone and answer the questions.

- a Where is he at the moment?
b Which of the things from the Vocabulary section do they mention?



- 5 **EXAM!** 1 **EXAM!** 30 Listen again. Are these sentences True or False?

- a Mike has just arrived in Florence. *True/False*
b Mike has already visited the Trevi Fountain in Rome. *True/False*
c Mike hasn't seen the statue of David yet. *True/False*
d Mike is enjoying Italian food. *True/False*
e Mike's just eaten a pizza. *True/False*
f Mike hasn't spent all of his money yet. *True/False*

Answers Exercise 5

- a *False. He's just arrived in Venice.*
b *True*
c *False. He's seen the statue of David.*
d *True*
e *False. He's just eaten an ice cream.*
f *True*

Lesson aims

To teach a lexical set related to things to see in a city or town


To revise the present perfect with *already* and *yet*.

Warm-up

Ask students to work in pairs and think about their hometown. Their task is to discuss why tourists should visit their town. Give students 3–4 minutes to complete the activity. Have a whole class feedback.

Vocabulary

Things to see in a city or town


- Students match the photos with the words. They compare their answers with a partner.
- 1  29 Play the track for students to listen and check their answers. Play it again for students to repeat the words.

Tapescript Exercise 2

1 art gallery	5 cathedral	9 square
2 palace	6 tower	10 avenue
3 bridge	7 museum	11 church
4 statue	8 fountain	

- Students think of famous examples for each of the places in exercise 1.

Listening

- 1  30 Focus students' attention on the map of Mike's route. Ask where his trip begins and where it ends. Give students a moment to read through the two questions before playing the track.

Tapescript Exercise 4

Mike: Mum?
Mum: Hi, Mike. How are you?
Mike: I'm fine.
Mum: Where are you?
Mike: We've just arrived in Venice. We arrived about ten minutes ago at the hotel.
Mum: Are you having a good time?
Mike: Yes, brilliant.

Mum: Have you seen Florence yet?

Mike: Yes, we've already visited Florence and Rome.

Mum: Have you seen any interesting monuments and things?

Mike: Yes. We've seen some beautiful squares, especially in Rome. And I've seen the Trevi Fountain.

Mum: Everybody puts money in that fountain, don't they?

Mike: That's right. They say that when you put money in, you'll return to Rome one day.

Mum: Oh, that's interesting. And have you visited any art galleries?

Mike: Yes, I've seen the statue of David. That was in an art gallery in Florence. But we haven't seen anything here in Venice yet.

Mum: Have the meals been good?

Mike: Yes, the food has been brilliant. I've just had another great ice cream here in the hotel. And the pizzas have been fantastic.

Mum: Have you spent all of your money?


Mike: No, I haven't spent all of it yet, but I've already spent about half of it.

Mum: Well, ring me if you need anything, OK?

Mike: OK, Mum. Thanks. I'll ring again in a day or two.

Mum: OK, bye love.

Mike: Bye mum.

- 1  30 With a more confident class, ask them to decide if these sentences are true or false before playing the track again. Fast finishers can rewrite the false sentences to make them true.

Cultural note

Draw students' attention to the cultural note at the side of the page about the statue of David. The statue was sculpted by Michelangelo from 1501 to 1504. It portrays the biblical King David, who fought with Goliath. It is made out of marble and represents David's cleverness, in contrast to Goliath, the giant's, strength. For over 300 years, it stood in the Piazza della Signoria in Florence. In 1873, to protect it from damage, it was moved to the Accademia Gallery in Florence.

Optional activity

Students could write a postcard from Mike to his mother, mentioning some of the things he has done or seen.

Grammar

Present perfect with already and yet

- 6 Refer students to the example sentences in the grammar box. Then tell students to look at the rules below and choose the correct alternative. Ask students to translate *already* and *yet* into their own language to check understanding. Point out the use of contractions: *I've* for *I have* and *haven't* for *have not*. Check answers orally with the class first and then ask students to copy the correct rules into their notebooks.

See

Language Guide, pages 56–57

Grammar Summary, page 137

Language focus

You could tell students about the difference between American English and British English. In informal, spoken American English, the past simple is commonly used with *yet* and *already*, for example: *I already saw the castle but I didn't visit the market yet*. In British English, these sentences would be considered incorrect, and the present perfect is always used: *I have already seen the castle but I haven't visited the market yet*.

- 7 Students look at the pictures and write about what Mike has and hasn't done, using the present perfect with *already* or *yet*. Focus students' attention on the example sentence and point out the use of the contraction *'s* for *has*. Elicit the contracted negative form *hasn't* for *has not*.
- 8 Students use *already* and *yet* to write sentences that are true about themselves. Go through the activities with the class and make sentences about yourself first, to demonstrate the task.

Grammar

Present perfect with just

- 9 Students read the sentences in the grammar box and choose the correct alternatives in the rules below. Check answers with the class before asking students to copy the correct rules into their notebooks.

See

Language Guide, pages 56–57

Grammar Summary, page 138

- 10 Students complete the sentences with the present perfect form of the verbs in the box and *just*. Go round the class, checking that students are forming the past participle of the verbs correctly and that they are using the correct word order.

Optional activity

Students imagine they have just received from a friend a postcard with one of the photos from exercise 1, page 52. Their task is to write a short letter to the friend in which they will thank him/her for the postcard received, ask a few questions about the place presented in it and then tell their friend about the location they are currently visiting. The students have to include information about what they have already done. They could use exercise 7 as a model. This task could be set as written homework.



Homework

Workbook, Vocabulary, page 35;
Grammar, page 35–36

Teacher's notes

Answers Exercise 6

- a yet
- b already
- c negative sentences
- d before

Answers Exercise 9

- a very recently
- b before

UNIT 4

Grammar

Present perfect with already and yet

Present perfect with already and yet

- a We've **already** visited Florence and Rome.
- b I've **already** spent about half of my money.
- c I **haven't** spent all of my money **yet**.
- d We **haven't** seen any palaces **yet**.
- e **Have you** seen Florence **yet**?

6 Look at the grammar box and choose the correct alternatives.

- a We use *already/yet* to say that something has not happened, but we think it is going to happen soon.
- b We use *already/yet* to say that something has happened, possibly earlier than we thought.
- c We use *yet* in *affirmative sentences/negative sentences* and questions.
- d *Yet* usually goes at the end of the sentence, but *already* goes *after/before* the past participle.

See [Language Guide, pages 56–57](#)
[Grammar Summary, page 137](#)

7 **EXAM!** Look at the pictures and write seven sentences about what Mike has already done, or what he hasn't done yet.



8 **EXAM!** Look at these activities and write sentences that are true for you. Use *already* and *yet*.

- a finish English class
I haven't finished my English class yet.
- b have lunch
- c have breakfast
- d watch TV
- e say hello to my best friend
- f smile

Grammar

Present perfect with just

Present perfect with just

- a We've **just** arrived in Venice. We arrived about ten minutes ago.
- b I've **just** had another delicious ice cream.

9 Look at the grammar box and choose the correct alternatives.

- a We use the present perfect with *just* to talk about things that happened a *long time ago/very recently*.
- b *Just* comes *after/before* the past participle.

See [Language Guide, pages 56–57](#)
[Grammar Summary, page 138](#)

10 **EXAM!** Complete the sentences with the verbs in the box. Use the present perfect and *just*.

leave	eat	visit	find	see
-------	-----	-------	------	-----

- a She's very tired because she _____ all the monuments in the city.
- b He's very sad because his girlfriend _____ him.
- c They can't sleep because they _____ a horror film.
- d Sarah is happy because she _____ some money in the street.
- e My parents want a siesta because they _____ a big lunch.

Answers Exercise 7

- 1 He's **already** bought souvenirs.
- 2 He **hasn't** been in a gondola **yet**.
- 3 He **hasn't** taken photos **yet**.
- 4 He **hasn't** bought a map of Venice **yet**.
- 5 He **hasn't** visited a lot of monuments **yet**.
- 6 He's **already** eaten a lots of Italian food.
- 7 He's **already** written postcards.

Answers Exercise 10

- a has just visited
- b has just left
- c have just seen
- d has just found
- e have just eaten

Answers Exercise 1

- | | |
|---------------------|-------------|
| 1 plane | 4 boat |
| 2 high-speed train | 5 motorbike |
| 3 double-decker bus | 6 camel |

Answers Exercise 3a

- | | |
|--------------------|---------------|
| a high-speed train | f Seville |
| b two years ago | g my family |
| c fantastic | h my uncle |
| d comfortable | i the Giralda |
| e Madrid | |

English in Use

Talking about a trip

- 1 **EXAM!** Match the photos with the words below.

high-speed train motorbike boat
plane camel double-decker bus



- 2 **EXAM!** **1** **31** Alison and Philip are talking about going on trips. Which type of transport in 1 are they talking about? Did Philip like travelling by this type of transport?



54

- 3a **EXAM!** Look at Alison and Philip's dialogue. Can you remember the words to complete the dialogue?

Dialogue builder

- Alison** Have you ever been on a (a) _____ ?
Philip Yes, I have.
Alison When did you go on it?
Philip I think it was (b) _____ .
Alison What was it like?
Philip It was (c) _____ . It was really fast and (d) _____ .
Alison Where did you go?
Philip I went from (e) _____ to (f) _____ .
Alison Who did you go with?
Philip I went with (g) _____ . We went to visit (h) _____ . We saw (i) _____ .

- b **1** **31** Listen again and check your answers.

- 4 Practise the dialogue.

- 5 **EXAM!** Ask and answer questions about the different types of transport in 1. Use the dialogue as a model. Give lots of information about your trips.

Useful language

- Use the present perfect for the first question (past experiences). Then use the past simple (details of a specific, completed experience in the past).
- Use *What was it like?* to ask for a description.
- Use the types of transport from 1: *motorbike, camel, boat, etc.*
- Use adjectives, for example, *fantastic, boring, comfortable, uncomfortable, funny, fast, slow, frightening, etc.*

Extra Activity

See page 131

Answers Exercise 2

They talk about high-speed trains.
Yes, he did. He thought it was fantastic.


Talking about a trip

Lesson aim

To practise the skill of talking about travelling.

Warm-up

Start the lesson by eliciting different means of transport that the students already know. You might want to organize them in the form of a mind-map and three categories: *air, land, water*. This is not a teaching stage of the lesson so do not supply any new words yourself. Instead, focus on what students already know.

- 1 Students look at the photos and match them with the words in the box. They can compare their answers in pairs before a whole class check.
- 2  31 Give students a moment to read the instructions and questions before you play the track of Philip and Alison's conversation. Students write the answers in their notebooks.

Tapescript Exercise 2

Alison: Have you ever been on a (a) **high-speed train**?

Philip: Yes, I have.

Alison: When did you go on it?

Philip: I think it was (b) **two years ago**.

Alison: What was it like?


Philip: It was (c) **fantastic**. It was really fast and (d) **comfortable**.

Alison: Where did you go?

Philip: I went from (e) **Madrid** to (f) **Seville**.

Alison: Who did you go with?

Philip: I went with (g) **my family**. We went to visit (h) **my uncle**. We saw (i) **the Giralda**.

- 3a Students look at the dialogue and try to fill the gaps from memory.
- b  31 Play the track again for them to check their answers.
- 4 Let the students practise the dialogue in pairs. Fast finishers can swap roles and practise the dialogue again.
- 5 Refer students to the *Useful language* section. Ask a student to read out the points and comment on them first. Then, in pairs, students ask and answer questions about the different types of transport in exercise 1, using the dialogue as a model. Encourage students to give as much information as possible.

Extra Activity

As an activity at the end of the lesson or activity for fast finishers, tell students to go to page 131, Unit 4, page 54.



Homework

Workbook, English in Use, page 36

Teacher's notes

A description of a place

Lesson aim

To learn how to write a description of a town.

Warm-up

Students work individually and think of one place in their town they like very much and one they dislike and also the reasons for such opinions. Give them 1–2 minutes for completing this task. Then ask them to share their opinions in pairs. Afterwards, have a quick feedback session with the whole class or ask random students to report on their findings. It could be interesting for the whole class to see if their opinions are consistent and if they like/dislike the same places. They could use this material in the description of their town.

- 1 Tell students to read the teenager's description and answer the two questions. Students can discuss their answers to a in pairs or small groups.
- 2 Students read the text again and put the plan for the description in the correct order.
- 3a Draw students' attention to the words in blue in the description and then refer them to the *Writing guide*.
- b Students complete the sentences with the linkers *also*, *too*, *however* and *but*. Go round the class, asking different students to read out their completed sentences.

- 4a Students use the plan in exercise 2 to make notes about their own town. Read out the four points in the plan, and ask students to find the paragraphs in the teenager's description that match these points.
(Basic description: paragraph 1; Good things about where I live: paragraph 2; Bad things about where I live: paragraph 3; Conclusion: paragraph 4.)
- b Students now write up their notes into a complete description. Refer them to the *Useful language* section for ideas, and help and remind them to use the linkers *also*, *too*, *however* and *but*. When they finish, students check their description for correct punctuation, word order, expressions of opinion and linkers. You could ask students to bring in photos of their town to illustrate their descriptions and then display them the classroom.

Optional activity

As a way of preparing for the written description in exercise 4b in this lesson, you could refer students to the list of places in exercise 1, page 52. Ask them to work in pairs and write examples of the places in their own town.

Homework



Workbook, Writing, page 38; Revision of material from Unit 4 (Language Guide, pages 56–57 in the Student's Book)

Teacher's notes

Answers Exercise 1

- a Student's own answers
- b Yes, in general, the writer likes the place.

Answers Exercise 3b

- a but
- b also
- c however
- d too

Writing

UNIT 4

A description of a place

1 **EXAM!** A teenager has written a description of his town for a website. Read the description and answer the questions.

- a Is the place in the description similar to where you live?
- b In general, does the writer like the place or not?

Przemysł is not a big town. It's got two parts: an old one and a more modern one. All tourists say old Przemysł is beautiful. There is a square with old houses around it. There are also many churches. It's a town of many cultures.

In my opinion the best thing about living here is that Przemysł is a very friendly place to live because it is quite small. It doesn't take very long to go from one place to another. People like sitting near the fountain with the bears – the symbol of the town. In summer they usually go to the old square to have delicious ice cream. At weekends some people go to Lviv in Ukraine. It's only 60 kilometres away from Przemysł.

However, there are some things about Przemysł that I don't like. It's a friendly place but sometimes it's too quiet. It's an old town and there are many sights to see but there aren't many restaurants or discos in the centre.

Przemysł is my town and in general I like living here. It's a good place to be with your friends and eat the best strawberry ice cream in the world!

2 **EXAM!** Read the text again and put the plan for the description in the correct order.

- a good things about where I live
- b conclusion
- c basic description of the town where I live
- d bad things about where I live

3a Look at the words in blue in the description and read the Writing guide.

b **EXAM!** Complete the sentences with *also*, *too*, *however*, *but*.

- a I like my town _____ it isn't a very beautiful town.
- b The city where I live has got lots of statues and squares and it _____ has a famous museum.
- c My town has got a lot of factories _____ it does have some big parks.
- d There's a supermarket and a shopping centre _____.

4a Use the correct order of the plan in 2 to make notes about your town or city.

Basic description *Wrocław. Old and historic. Lots of famous sights to see – museums, squares ...*

b **EXAM!** Now write a complete description using your notes and the model in 1.

Useful language

- Use *In my opinion, I think that ...*
- Use the things to see in a city or town on page 52: *fountain, square, avenue, statue, etc.*
- Use other places, for example, *bar, flats, offices.*

Writing guide *Linkers of addition and contrast (1)*

- We use *also* and *too* to add new ideas and information. *Also* usually goes before the main verb or after the verb *to be*:
It is also a very important city for business.
- *Too* usually goes at the end of the sentence:
It is a very important centre for business too.
- We use *however* and *but* to introduce contrasts. *However* usually introduces new sentences:
There are a lot of shops. However, there aren't many cinemas.
- *But* usually connects two halves of a sentence:
There are a lot of shops but there aren't many cinemas.

Answers Exercise 2

The correct order is c, a, d, b.

Unit 4 Language

Grammar

Present perfect

Affirmative (+)

I've (have)	
You've (have)	
He/She/It's (has)	had a holiday.
We've (have)	visited Brazil.
You've (have)	
They've (have)	

Questions (?)

Have I	
Have you	
Has he/she/it	had a holiday?
Have we	visited Brazil?
Have you	
Have they	

Negative (-)

I haven't (have)	
You haven't (have not)	had a holiday.
He/She/It hasn't (has not)	visited Brazil.
We haven't (have)	
You haven't (have not)	
They haven't (have not)	

Short answers

Yes, I have. / No, I haven't.
Yes, you have. / No, you haven't.
Yes, he/she/it has. / No, he/she/it hasn't.
Yes, we have. / No, we haven't.
Yes, you have. / No, you haven't.
Yes, they have. / No, they haven't.

- We use the present perfect to talk about experiences in the past, when we are not interested or don't know the specific point in the past.

I've visited Brazil.

- When we talk about a specific point in the past we use the past simple.

I went to Japan in 2003.

See [Grammar Summary, pages 136–137](#)

Present perfect with ever and never

- We use **ever** in questions with the present perfect. *Ever* = at any time in your life
Have you ever met a famous person?
- We use **never** to make negative sentences in the present perfect. *Never* = at no time in your life
I've never met a famous person.
- The position of **ever** and **never** is just before the past participle.

See [Grammar Summary, page 137](#)

Present perfect with yet and already

- We use **yet** to say that something has not happened but we think it is going to happen soon. We use **yet** in negative sentences and questions. **Yet** usually goes at the end of the sentence.
We haven't finished the book yet.
- We use **already** to say that something has happened, possibly earlier than we thought. **Already** goes before the past participle.
I've already done this exercise.

See [Grammar Summary, pages 137–138](#)

Guide

Vocabulary

Geographical features



border



equator



forest



island



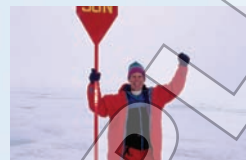
lake



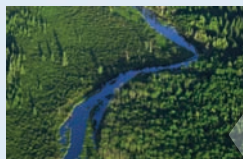
mountain range



ocean



pole



river

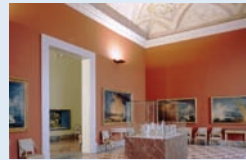


waterfall

See

Workbook, page 91

Things to see in a city or town



art gallery



avenue



bridge



cathedral



church



fountain



museum



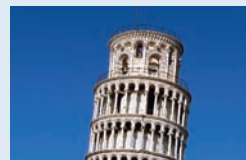
palace



square



statue



tower

See

Workbook, page 91



Unit 4 Progress Check

Do the exercises and assess how much you have learnt.
Circle 1 (I need more practice), 2 (I know quite a lot)
or 3 (I'm very good).

EXAM!

Geographical features

1 2 3

1 Put the letters in order to make the names of geographical features.

- | | |
|-----------|------------------|
| a vierr | f caneo |
| b keal | g redrob |
| c quartoe | h raftewall |
| d festor | i nunotami grean |
| e dalsin | |

Things to see in a city or town

1 2 3

2 Match the definitions with the words in the box.

museum art gallery palace cathedral fountain
square tower statue avenue church bridge

- You can see lots of the paintings and sculptures there.
- A place where you can see objects from the past.
- A big, important road, often with trees and shops.
- A place where people go to attend religious services.
- A big, beautiful house where important people lived, or live.
- It usually allows people to go over a river or a road.
- A physical representation of someone or something, often made of bronze or stone.
- Similar to a church, but bigger and more important.
- A decorative feature which uses water.
- A very tall building.
- An open area in a town or city, where people can meet and sit down.

Present perfect

1 2 3

3 Choose the correct alternatives.

- I *has/have* visited a lot of different cities.
- We've *swam/swum* in the Mediterranean.
- Has he/He has* eaten snails?
- My friend has *gone/went* to China.
- Pete and James *have not/not have* seen the film.
- Have you *had/have* an accident?

Present perfect with ever and never

1 2 3

4 Complete the text with the words in the box.

never 've haven't Have ever visited never

- Anne:** Have you (a) _____ been to the USA?
Mark: No, I (b) _____. I've (c) _____ travelled abroad. What about you?
 (d) _____ you ever visited the USA?
Anne: I (e) _____ never visited the USA but I've (f) _____ Canada. I've (g) _____ wanted to go to the USA. That's why I haven't travelled there.

Present perfect with already, yet and just

1 2 3

5 Put the words in the correct order and then write the sentences in your language.

- already they lunch have had
- rain has it started just to
- my hasn't friend arrived at yet school
- read we already have book this
- you yet haven't this finished exercise
- finished I my have homework just

If you have circled 1 or 2 in any of the exercises, you need to revise this material.

See

Language Guide, pages 56–57
Workbook, Revision, page 39

Lesson aims

To revise the material from Unit 4.
Students evaluate their progress.

Ask students to do the activities and self-evaluate their knowledge. Students whose knowledge is not satisfactory are referred to *Consolidation* and students who know the material well are referred to *Extension* in the *Workbook*. These could be assigned as homework.

Geographical features

1

Answers Exercise 1

- | | |
|-----------|------------------|
| a river | f ocean |
| b lake | g border |
| c equator | h waterfall |
| d forest | i mountain range |
| e island | |

Things to see in a city or town

2

Answers Exercise 2

- | | |
|---------------|-------------|
| a art gallery | g statue |
| b museum | h cathedral |
| c avenue | i fountain |
| d church | j tower |
| e palace | k square |
| f bridge | |

Present perfect

3

Answers Exercise 3

- a I **have** visited a lot of different cities.
b We've **swum** in the Mediterranean.
c **Has he** eaten snails?
d My friend **has gone** to China.
e Pete and James **have not** seen the film.
f Have you **had** an accident?

Present perfect with ever and never

4

Answers Exercise 4

- Anne: Have you (a) **ever** been to the USA?
Mark: No, I (b) **haven't**. I've (c) **never** travelled abroad. What about you? (d) **Have you ever** visited the USA?
Anne: I (e) **'ve never** visited the USA but I've (f) **visited** Canada. I've (g) **never** wanted to go to the USA. That's why I **haven't** travelled there.

Present perfect with already, yet and just

5

Answers Exercise 5

- a They **have already** had lunch.
b It **has just** started to rain.
c My friend **hasn't** arrived at school yet.
d We **have already** read this book.
e You **haven't** finished this exercise yet.
f I **have just** finished my homework.

Optional activity

For further revision you might use photocopiable materials from the *Teacher's Resource File* (*Revision, Consolidation, Extension* worksheets for Unit 4).



Homework

Workbook, Revision/Consolidation/Extension, pages 39–41

Teacher's notes

Lesson aim

To read and listen to a text about Canada.

Warm-up

Before students open their books, tell them that you are thinking of a country and they have to guess which one it is. Write one clue on the board: *Keanu Reeves* and ask students to guess. Continue with the following clues, allowing students to guess after each clue is revealed, until they guess the correct country (Canada).

CN Tower

Avril Lavigne

ice hockey

'big village'

English and French

Toronto

Reading

- 1 Ask students to do the quiz about Canada before reading the text. Students can do the quiz together in pairs. Do not reveal the answers yet – students will check these in exercise 2.

- 2 32 Students read the text and find out the answers to the quiz questions. Set a time limit for this activity, and remind students to look for the key words to find their information as quickly as possible.
- 3 Students read the text again in more detail and decide if the sentences are true or false. Ask fast finishers to rewrite the false sentences to make them correct.

Extra Activity

Students turn to page 131, Unit 4, page 59.

Optional DVD lesson

Students watch the film *Canada* (Unit 4) on the *Switch into English 4* DVD and do the activities from the *DVD Activity Book* (Unit 4, worksheets 1–4).

Teacher's notes

Answers Exercise 1



- 1 b The French
 2 b Ottawa
 3 b Mariusz Czerkawski
 4 c Harrison Ford
 5 b Lacrosse



English in the World

Reading

- 1 **EXAM!** How much do you know about Canada? Do the quiz below.
- Who were the first Europeans to live in Canada?
 - The British
 - The French
 - What is the capital of Canada?
 - Toronto
 - Ottawa
 - Which of these ice hockey players played for Canada?
 - Marcin Jaros
 - Mariusz Czerkawski
 - Which of these three actors is not Canadian?
 - Jim Carrey
 - Mike Myers
 - Harrison Ford
 - What is the official sport in Canada in the summer?
 - Football
 - Lacrosse

- 2 **EXAM!**   Read the fact file and find out the correct answers to the questions in 1.



Canada Fact File

The name Canada comes from an Indian word. It means 'big village'.

The French were the first Europeans to live in Canada. At one time Canada was called New France. The British arrived in 1610 and there was constant conflict between the British and the French. Finally the British beat the French and took control of the country, leaving the French with certain powers in Quebec.

The official languages of Canada are English and French, except in Quebec where French is the only official language.

The capital of Canada is Ottawa, but the most important city for finance and business is Toronto. It's the fourth most important business centre in North America. Only New York, Chicago and Los Angeles are bigger.

The CN Tower in Toronto is one of the world's highest constructions. It's 554 metres high.

Many US TV series and films are made in Canada because it's cheaper to film in Canada than in the USA. The *X-Men* films and the *Smallville* and *The X-Files* series were all made in Canada.

Mariusz Czerkawski, the famous Polish ice hockey player, played for Canada. His team was one of the best in the world and a member of the NHL – the National Hockey League.

There are many famous Canadian actors and singers. Keanu Reeves, Jim Carrey, Mike Myers, Avril Lavigne, Alanis Morissette and Bryan Adams are all Canadian.

The official national sports of Canada are ice hockey in the winter and lacrosse in the summer.

- 3 **EXAM!** Are the sentences True or False?
- The name Canada comes from an English word which means 'big village'. *True/False*
 - Canada, including Quebec, is officially bilingual. *True/False*
 - Toronto is a bigger centre for business than Boston, Detroit or San Francisco. *True/False*
 - X-Men* was an American film but they filmed it in Canada. *True/False*
 - Ice hockey is the official sport of Canada in the winter. *True/False*

Extra Activity

See page 131

Answers Exercise 3

- False. The name Canada comes from an Indian word which means 'big village'.*
- False. French is the only official language in Quebec.*
- True*
- True*
- True*