

In This Unit

Theme

This unit is about town and country.

Vocabulary

Lesson 1: *drawback, lifestyle, picturesque, privilege, remote, self-sufficient*

Lesson 2: *adaptable, attract, chaos, sensitive, shy, suburb, urban, adventure playground, botanical garden, city landscape, community centre, open country, residential area*

Grammar

Lesson 1: past perfect continuous

Lesson 2: past perfect simple and past perfect continuous

Lesson 4: articles

Unit Opener

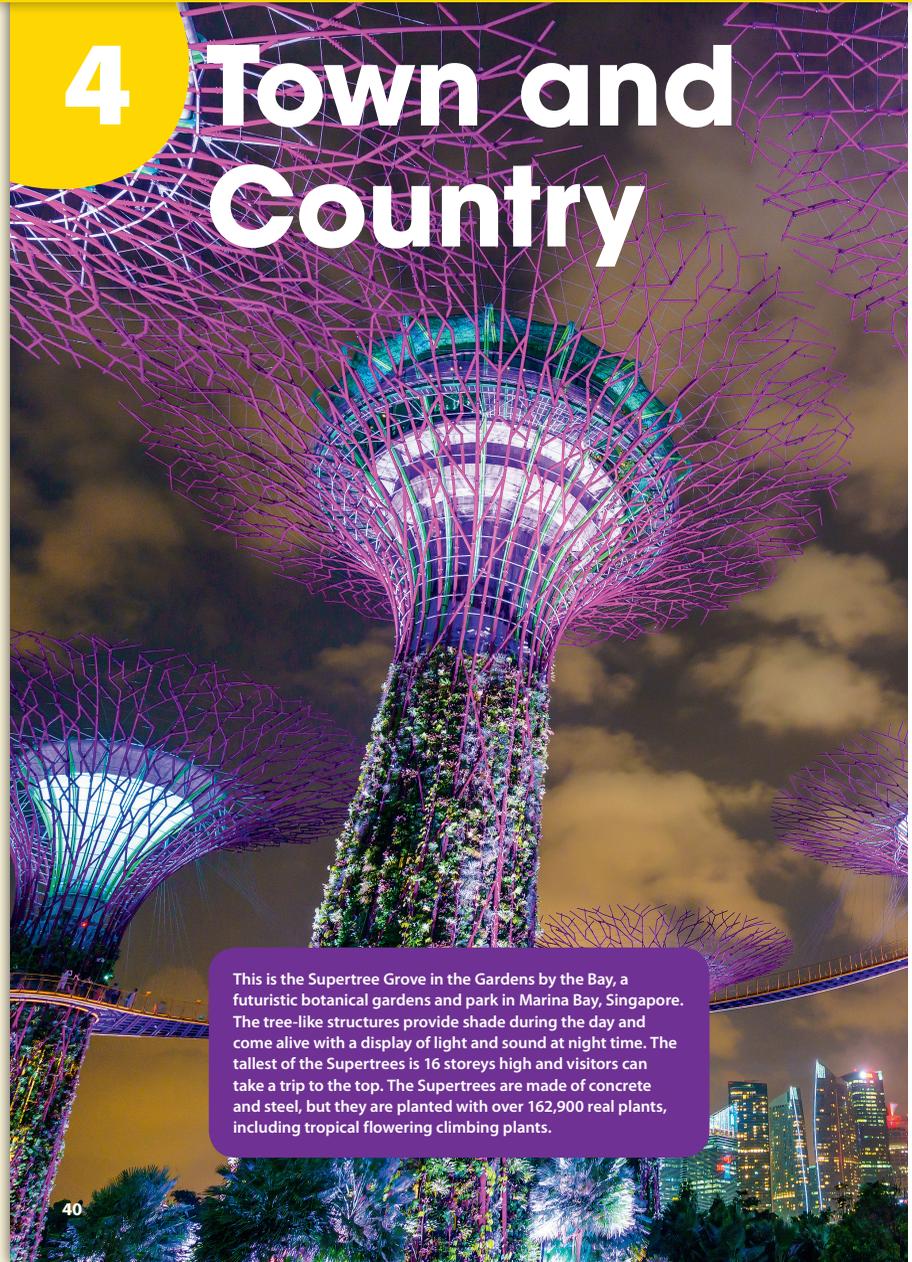
Objectives

- To introduce students to the topic of the unit (town and country)
- To engage students with the topic and activate knowledge and vocabulary

Materials

- Student's Book, Class Audio CD, IWB, Poster, DVD

4 Town and Country

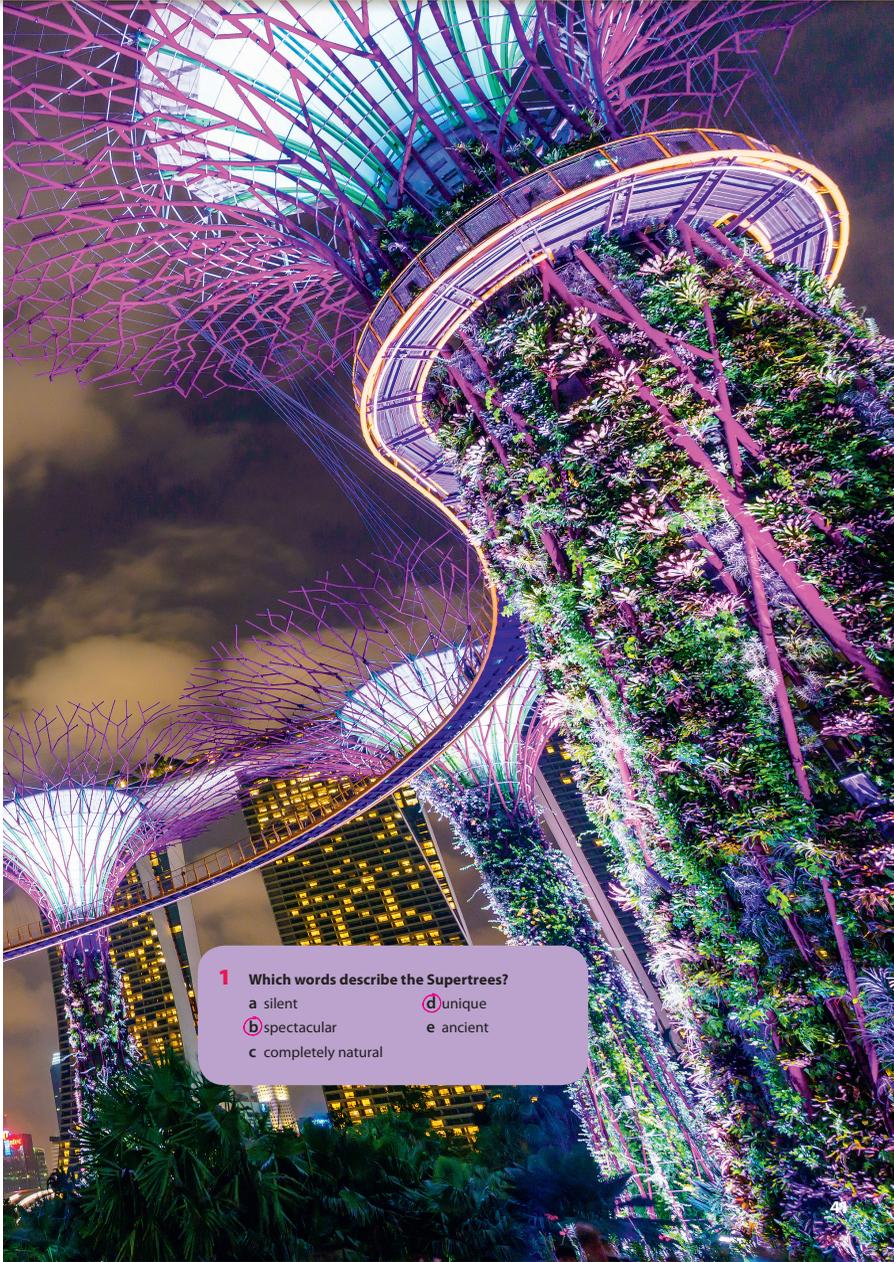


This is the Supertree Grove in the Gardens by the Bay, a futuristic botanical gardens and park in Marina Bay, Singapore. The tree-like structures provide shade during the day and come alive with a display of light and sound at night time. The tallest of the Supertrees is 16 storeys high and visitors can take a trip to the top. The Supertrees are made of concrete and steel, but they are planted with over 162,900 real plants, including tropical flowering climbing plants.

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To start

- Read the title of the unit together. Check students know what it means. Ask them to describe the area they live in, whether their relatives live in towns, cities or the country, and which they prefer.
- Put students into groups of two or three and tell them to think of at least seven words that they can relate to town and country. Tell them they can suggest places, adjectives, verbs or activities.



1 Which words describe the Supertrees?

- a silent
- b spectacular
- c completely natural
- d unique
- e ancient

About the photo

Gardens by the Bay is a collection of three public gardens in the central area of Singapore. It opened in 2012 and has over 2,000 exotic plant species. The main attractions of the gardens include the Flower Dome, the Supertree Grove and a Cloud Forest. Every night, the Supertree Grove comes alive to light and music as part of the Garden Rhapsody show.

Related vocabulary

display, canopy, iconic, vertical, shade

Poster

- See the suggested activities for use with the unit poster.

1 Which words describe the Supertrees?

- Tell students to look at the photo on pages 40 and 41 and say what they can see. Elicit ideas (*buildings, plants, structure, lights, path, sky, sunset*) and write them on the board.
- As a class, read the paragraph on page 40. Explain any vocabulary if necessary and make sure students understand the meaning. Ask them if they've ever seen 'trees' like these. Point out the walkway around the trees and ask students if they'd like to walk along it. Why/Why not?
- Tell students to read the question and the answer options on page 41.
- Discuss each answer option with the class and make sure they refer back to the paragraph on page 40 for the factual options, rather than those which express opinion.
- After students have answered the questions ask them if there are any man-made structures in their country which imitate something from nature.

TEACHING TIP

There are many songs in English about towns and country areas. To expand students' vocabulary on the topic and to lighten up the lesson, you could bring a song you have on this theme for students to listen to. You could ask them to listen to it and see if any of the words they've met up till now in the unit are heard.

Lesson 1

Discussion

'Living in the countryside is really boring.' Discuss.

drawback	lifestyle	picturesque
privilege	remote	self-sufficient

Lesson Aims

- Learn and use new vocabulary: *drawback, lifestyle, picturesque, privilege, remote, self-sufficient*
- Learn and use new grammar: past perfect continuous

Materials

- Student's Book, Class Audio CD

To start

- Ask students which leisure activities they have done since the last lesson and whether they were indoor or outdoor activities.
- Tell students to write five sentences with *too* or *enough*, but leave a blank where these words should go. Then swap and fill in their partner's sentences. Ask individual students to read out one of their sentences.

Discussion

- Invite a student to read the discussion topic. Allow time either at the start or the end of the lesson to hold the discussion.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat.

TR: 4.1

- Tell students to read the words in the vocabulary box. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read.

TR: 4.2

- Tell students that they are going to read an interview with a girl who has been living in a Spanish village. Ask them to read quickly and find out how you can get to Matavenero (only by a dirt track).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to each read out a sentence from the text.

1 Listen. Listen and repeat.

TR: 4.1

2 Listen and read.

TR: 4.2

Away from it all in Matavenero

Interviewer: Lotte, you live in a busy city – Amsterdam – but you've just spent three months in a community that is very far from city life. Tell us about it.

Lotte: Yes, I've just spent the spring with my family visiting Matavenero. It's a **picturesque** village high up in the Sierra de Ancares mountains in Spain.

Interviewer: Why did your family decide to go there?

Lotte: My mum and dad had been wanting to experience life away from the hustle and bustle of a city. They had both been working very hard since Mum got her new job. So they wanted complete peace and quiet.

Interviewer: Well, I imagine you got that!

Lotte: We certainly did. It's very **remote**. There are no roads leading to Matavenero, only a dirt track.

Interviewer: How did you get there, then?

Lotte: We got a bus, then we walked. It was a long way, but it was worth it. The views were spectacular.

Interviewer: What did you learn about the village?

Lotte: Because it's so far from other places, it has to be **self-sufficient**. People grow their own food, build their own houses and recycle their waste. You don't need much money in the village, as there isn't much to buy.

Interviewer: Has the village always been like this?

Lotte: No, it hasn't. The village's original inhabitants had been working in mining, but the village was abandoned in the 1960s when life became too difficult. Then, in 1989, the town was re-inhabited by five friends from Germany who had been searching for a place where they could live a self-sufficient **lifestyle**. They were joined by an international mix of others who shared the same vision. The group began to rebuild the existing houses and build new ones. The eco-village that exists today has about 60 inhabitants.

Interviewer: So, you didn't have to go to school for a few weeks while you were there?

Lotte: That's what I had been hoping! But there was a school in the village. It was great, though, and I made such a lot of fantastic friends.

Interviewer: Were you sorry to leave Matavenero and come back to city life?

Lotte: That's a difficult question. There are pros and cons. I loved it there – it was a **privilege** to experience a totally different way of living. But there are **drawbacks**. Life there can be hard. All in all, Amsterdam is my home.



3 Answer the questions.

- How does Lotte describe Matavenero? *It's a picturesque village high up in the mountains in Spain.*
- Why is Matavenero difficult to get to? *Because it's high in the mountains / there are no roads, only a dirt track.*
- Why did Lotte's mum and dad want to spend time in a quiet place? *Because they had been working hard in the city.*
- What do Matavenero's inhabitants do to be self-sufficient? *They grow their own food, build their own houses and recycle their waste.*
- What kind of work did the original inhabitants of the village do? *They worked in mining.*
- Would Lotte like to live in Matavenero all the time? *No, she wouldn't.*

4 Circle the correct words.

- This city isn't **difficult** / **picturesque** but it's a nice place to live.
- They **moved** / **lived** to the country to experience a different **lifestyle** / **drawback**.
- You **can't** drive to the village. It's very **hard** / **remote**.
- It's a **privilege** / **challenge** to visit such a wonderful place.
- They live far from **any** shops, so they have to be **picturesque** / **self-sufficient**.
- Pollution is one of the **drawbacks** / **opportunities** of city life.

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3 Answer the questions.

- Tell students to answer the questions. Remind them to re-read the text for the correct answers if necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

4 Circle the correct words.

- Tell students to circle the correct words. Remind them to look at the context of the sentences as well as the context of the words in the interview to choose the correct answers.
- Elicit the first answer if necessary.
- Check answers as a class.

GRAMMAR Past perfect continuous

We use the past perfect continuous to talk about:

- an action that was in progress for some time in the past before another past action interrupted it. *They **had been walking** for hours when they finally reached the village.*
- an action that was in progress in the past which affected a later action or state. *It **had been snowing** all night so the mountains were completely white.*

We make the past perfect continuous with **had been** and the verb + **-ing**.

Affirmative I'd (I had) been walking.

Negative I hadn't (had not) been walking.

Question Had you been walking ... ?

Short answers Yes, I had./No, I hadn't.

Time expressions

all day/night/week since 2 o'clock/yesterday
for years/a long time at the time

5 Choose the correct answers.

- 'Had you been living in the city for long?'
'No, _____.'
a hadn't we
b we hadn't been
c we hadn't
- She'd _____ for a long time at the bus station when the bus finally turned up.
a waited
b been waiting
c had been
- Had Filip been _____ all morning?
a shopping
b shopped
c to shop
- They _____ been digging the garden when I arrived.
a 're b 'd c 've
- _____ when they saw the brown bear.
a They have not eaten
b They hadn't been eating
c Had they been eating
- She had been picking strawberries _____ morning.
a for b at c all

6 Write sentences with the past perfect continuous.

- the villagers / talk / about improving the road / for years *The villagers had been talking about improving the road for years.*
- the mayor / give a speech / when the lights went out *The mayor had been giving a speech when the lights went out.*
- the farmer / work / since 5 am *Had the farmer been working since 5 am?*
- they / not play / for long / when we arrived *They hadn't been playing for long when we arrived.*
- the train driver / not pay attention / at the time of the accident *The train driver hadn't been paying attention at the time of the accident.*
- the dog was wet because / it / swim / in the river *The dog was wet because it had been swimming in the river.*

COLLOCATIONS

7 Complete the sentences with these phrases.

doom and gloom	hustle and bustle
ins and outs	peace and quiet
pros and cons	tooth and nail

- The residents have been fighting _____ *tooth and nail* for better medical facilities.
- I'm going to my house in the countryside for some _____ *peace and quiet* this weekend.
- Some people love the _____ *hustle and bustle* of busy cities.
- How does this scheme work? I don't understand the _____ *ins and outs* of it.
- Don't moan all the time! Living in the country is not all _____ *doom and gloom*!
- What are the _____ *pros and cons* of living in a remote village like Matavenero?

8 Ask and answer these questions with your partner.

- What is the area you live in like?
- What kind of facilities do you use regularly?
- Are there any facilities missing from your area?
- Is it better for someone your age to live in a city or in a village? Why?
- Where would you choose to live if you could go anywhere? Why?

9 Write two paragraphs about the place where you live and the place where you would like to live. Answer the questions from Activity 8.

6 Write sentences with the past perfect continuous.

- Tell students to write sentences with the past perfect continuous, using the prompts. Remind them to pay attention to verbs that drop the final e or double the final consonant in the *-ing* form as well as to look out for questions and negative forms.
- Elicit the first answer if necessary.
- Check answers as a class.

COLLOCATIONS

7 Complete the sentences with these phrases.

- Ask students to find the phrases *peace and quiet* and *hustle and bustle* in activity 2 and elicit that they have opposite meanings. Explain that there are many phrases like this in English with two nouns joined by *and*.
- Tell students to complete the sentences with the phrases in the box. Explain any unknown meanings and correct students' pronunciation where necessary.
- Elicit the first answer if necessary.
- Check answers as a class.

8 Ask and answer these questions with your partner.

- Tell students to work in pairs to ask and answer the questions about where they live and where they would like to live.

5 Choose the correct answers.

- Tell students to look back at paragraph 4 in activity 2 and find the sentence *They had both been working very hard since Mum got her new job*. Elicit what *had both been working* means (that they were both working hard for a period of time).
- Explain that the verb is in the past perfect continuous tense and that we use it to talk about something that was in progress at a time before another past action (in this example, *since Mum got her new job*). Draw a timeline to show that both the family living in the city and moving to the countryside belong in the past and that one action is further back in the past and lasted for a long time.
- Read the grammar box to the class. Point out that the auxiliary verb *had* is the same for all persons of the verb. Elicit that the example sentence in the interview (they had both been working very hard) is an example of use **a** as described in the grammar box.
- Tell students to choose the correct answers. Remind them to look back at the grammar box for help if necessary.
- Check answers as a class. Write the answers on the board if necessary.

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- Check answers as a class. Ask individual students to say what their partner told them.
- Write any mistakes on the board and ask students to correct them. Deal with any problems in pronunciation.

9 Write two paragraphs about the place where you live and the place where you would like to live. Answer the questions from Activity 8.

- Tell students to write two paragraphs about where they live and where they would like to live, using their answers from activity 8.
- Allow enough time to complete the task.
- Ask volunteers to read out their paragraphs.

Lesson 2

Discussion

Discuss the advantages and disadvantages of opening a zoo in a city.

adaptable attract chaos sensitive
shy suburb urban

Lesson Aims

- Learn and use new vocabulary: *adaptable, attract, chaos, sensitive, shy, suburb, urban, adventure playground, botanical garden, city landscape, community centre, open country, residential area*
- Learn and use new grammar: past perfect simple and past perfect continuous

Materials

- Student's Book, Class Audio CD

To start

- Tell students to complete the phrases from Lesson 1: *peace (and quiet), tooth (and nail), ins (and outs), pros (and cons), hustle (and bustle), doom (and gloom)*.
- Ask if any students have ever moved house or changed schools. If they have, ask them where they had been living or which school they had been studying at before. Revise the affirmative, negative, question and short answer forms of the past perfect continuous.
- Tell students to write sentences using *drawback, lifestyle, picturesque, privilege, remote and self-sufficient*, then check each other's sentences. Ask individual students to read out their sentences.

Discussion

- Invite a student to read the discussion topic. Allow time either at the start or the end of the lesson to hold the discussion.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat. TR: 4.3

- Tell students to read the words in the vocabulary box. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read. TR: 4.4

- Tell students that they are going to read about wildlife in the city. Ask them to read quickly and find out where marmosets are living in a city park (the top of the highest trees).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to each read out a sentence from the text.

1 Listen. Listen and repeat. TR: 4.3

2 Listen and read. TR: 4.4

Wildlife in the city

Marmosets: miniature monkeys fight for survival on city streets

Rio de Janeiro is a huge seaside city in Brazil, known for its beaches, beautiful natural environment and colourful Carnival celebrations. With a population of approximately 6.7 million people, it is one of the largest **urban** areas in South America. Surprisingly, Rio is also home to a growing population of marmosets. How can these tiny, **shy** monkeys survive in all the noise and **chaos** of the city?

Marmosets are very small – about 20 cm tall. Their natural home is in the rain forest. However, they are very **adaptable** and have learnt to survive in the **suburbs** and in the city itself. In the wild, they eat a varied diet of anything from insects and frogs to seeds, eggs, fruit, flowers and fungi. They have very **sensitive** noses, and can tell if fruit is ripe by smell alone. In the city, they are happy to consume food left behind by people.

Marmosets live in family groups. They work together in teams to search for food and look out for predators, giving a special alarm call to warn each other of danger. With their long tails and claw-like nails, they are excellent climbers, and move quickly up tree trunks and across branches, and leap a long way from one tree to another.

In the wild, marmosets sleep in a different place in the forest each night. **However, scientists had noticed different**

behaviour in marmosets living in a city park. They returned to the same sleeping sites night after night. Why was this? The scientists found the answer. The park had a population of 115 cats, **attracted** by the idea of hunting the tiny monkeys. Cleverly, the marmosets climbed to the top of the highest trees with smooth trunks which the cats cannot climb.

People had been capturing wild marmosets and selling them as pets for many years before this was made illegal. Unfortunately, however, this still sometimes happens. In the city, though, marmosets are popular, and people enjoy taking their photographs and are happy to help protect these clever, attractive creatures.



Guess what! Marmosets share a unique habit with human beings: in conversation, they wait to take a turn to speak. These polite animals don't interrupt each other!

3 Read. Tick T for True or F for False.

- Rio de Janeiro is a small city in Brazil. T F
- The urban population of marmosets is getting larger. T F
- Marmosets can eat only three types of food. T F
- Marmosets survive by being good at teamwork. T F
- Marmosets are attracted to city parks because of the cats. T F
- It is legal to capture marmosets from the wild. T F

4 Complete the sentences with the words from Activity 1.

- She doesn't live in the city centre; she moved to the suburbs last year.
- Some people attract wild animals to their gardens by providing food for them.
- Bears' noses are very sensitive. They can smell food 30 km away.
- Marmosets are very adaptable animals.
- Urban wildlife can cause chaos in people's gardens.
- People say I'm too shy. I don't like speaking in public.

3 Read. Tick T for True or F for False.

- Tell students to read the sentences and decide if they are true or false. Remind them to re-read the text for the correct answers if necessary.
- Check students understand the task. Elicit the first answer if necessary.
- Check answers. Ask students to read out the sentences and say true or false.

4 Complete the sentences with the words from Activity 1.

- Tell students to complete the sentences with the words from activity 1.
- Elicit the first answer if necessary.
- Check answers as a class.

GRAMMAR Past perfect simple and past perfect continuous

We use the past perfect simple to talk about something that happened before another action in the past; to talk about something that happened before a specific time in the past; and to talk about something that happened in the past and had an effect on a later action.

The visitors **had already left** when the family returned home.

They'd taken the animal back to the forest by ten o'clock.

Renate **had forgotten** her key, so she couldn't get in.

We use the past perfect continuous to talk about an action that was in progress for some time in the past before another past action interrupted it; and to talk about an action that was in progress in the past which affected a later action or state.

Jonas **had been planting** a tree when he fell over. **I'd been gardening** for hours so I was exhausted.

We use both tenses to talk about actions that happened in the past before another past action. We use the past perfect continuous to emphasise how long the first action was in progress or to show that we don't know whether the action was completed or not.

They **had arrived** at the park by 10 am. **I'd been wandering** round the city all day, so I was tired.

5 Complete the text with the past perfect simple or the past perfect continuous of the verbs in brackets.

Hyderabad in India is one of the world's fastest growing cities. Its population (1) **had already reached** (already reach) more than seven million by 2011. It (2) **had always been** (always be) an important city and it (3) **had been attracting** (attract) migrants from all over India for centuries before it grew to its present size. The Hyderabad Urban Development Authority (4) **had been looking** (look) for opportunities to make the city greener for some time when they came across an old factory. The Lumbini Park was built on the site of the factory and it has brought a breath of fresh air to the city. The residents (5) **had not/hadn't realised** (not realise) just how essential open space was to the quality of their lives.

6 Look at the phrases highlighted in the text. Say which tense has been used in each case and explain why.

Scientists **had noticed different behaviour** - past perfect simple because it talks about something that happened before another action in the past (scientists discovered the reason for the behaviour)

People **had been capturing wild marmosets** - past perfect continuous because it talks about an action that was in progress for some time before another action interrupted it (this was made illegal)

7 Match.



- 1 adventure playground
- 2 botanical garden
- 3 city landscape
- 4 community centre
- 5 open country
- 6 residential area

- e
- f
- b
- a
- c
- d



8 Listen to three teenagers talking about where they live. Tick the facilities found in each person's area. TR: 4.5

	Karim	Daniel	Amany
café	✓		
cinema			✓
community centre			✓
library	✓		
park		✓	
sports centre		✓	

PREPOSITIONS

9 Complete the sentences with in or on.

- 1 Animals often live longer **in** captivity.
- 2 There are few examples of this species **in** the wild.
- 3 Reports say there's a moose **on** the loose in our town.
- 4 I've just bought a new house **on** the edge of town.
- 5 Living **in** the suburbs can be boring.
- 6 People shouldn't have to live **on** the streets these days.

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6 Look at the phrases highlighted in the text. Say which tense has been used in each case and explain why.

- Tell students to read the instructions. Elicit what two things they have to do (name the tense and say why it has been used).
- Check answers as a class.

7 Match.

- Tell students to match each photo with the correct place.
- Check answers as a class.

EXTRA ACTIVITY

Tell students to work in pairs to discuss which of these places they go to most often and least often, where they would like to be right now and why. Ask individual students to say what their partner told them.

8 Listen to three teenagers talking about where they live. Tick the facilities found in each person's area. TR: 4.5

- Tell students that they are going to listen to three people talking about the facilities in their area and tick the correct answers. Play the recording.
- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

5 Complete the text with the past perfect simple or the past perfect continuous of the verbs in brackets.

- Read the grammar box to the class. Revise the forms of both tenses if necessary and elicit the negative and question forms for each of the examples in the grammar box.
- Ensure students understand that the main difference between the tenses is that the past perfect simple focuses on a completed action whereas the past perfect continuous focuses on the length of the action.
- Tell students to complete the text with the past perfect simple or the past perfect continuous of the verbs in brackets. Remind them to look for clues like specific dates and time expressions which show duration in order to get the correct answers.
- Check answers as a class.

PREPOSITIONS

9 Complete the sentences with in or on.

- Tell students to complete the sentences with in or on.
- Check answers as a class.

Lesson 3

Lesson Aims

- Revise topic vocabulary
- Speaking: justifying choices

Materials

- Student's Book, Class Audio CD

To start

- Write the following on the board and elicit the differences between the items in each pair.

community/community centre

(A community is the people who live and work in an area; a community centre is a building where groups within the community can meet for activities.)

suburb/habitat

(A suburb is a purpose-built area for people to live on the outskirts of a town; a habitat is the natural environment of plants and animals.)

botanical garden/open country

(A botanical garden is a purpose-built garden usually within a confined space where various plants and trees can be seen; open country is a huge natural piece of undeveloped land in a rural environment.)

1 Match.

- Tell students to match the two halves of each sentence.
- Elicit the first answer if necessary.
- Check answers as a class.

2 Decide which sentence, a or b, is closest in meaning to the sentences in 1, 2 and 3.

- Explain that in listening tasks, wrong answers often contain some of the exact words heard on the recording, but the whole meaning is different. Explain that students should focus on the speaker's meaning rather than on individual words.
- Tell students to decide which sentence, a or b, is closest in meaning to the sentences.
- Check answers as a class.

3 Listen to these speakers. How do they express the meaning of the words and phrases in bold in these sentences? TR: 4.6

- Explain that correct answers in listening tasks often paraphrase what the speaker says. Remind students to think of other ways to say key words and phrases when reading sentences or questions before a listening task.
- Tell students to listen to the speakers and answer how the speakers express the meaning of the words and phrases in bold. Play the recording.

Vocabulary

1 Match.

- | | |
|--|------------------------------|
| 1 I'm surprised by the living | a record levels this decade. |
| 2 More wealthy families are moving back into inner | b practice. |
| 3 The number of homeless people has reached | c lights of big cities. |
| 4 There's the doctor who runs the country | d report about healthcare. |
| 5 I've just read an interesting | e cities. |
| 6 Some people are attracted by the bright | f conditions in this city. |

Listening skills

2 Decide which sentence, a or b, is closest in meaning to the sentences in 1, 2 and 3.

- I don't know why anyone would want to live in an inner city.
 - I don't understand why people live in a city centre.
 - I don't know anyone who lives in an inner city.
- Damian now knows that living in remote locations has its drawbacks.
 - Damian realises rural life has got disadvantages.
 - Damian always knew that living in remote locations isn't easy.
- We couldn't believe it when he said he was moving to the countryside.
 - We didn't think he was telling the truth about moving to the countryside.
 - It was a surprise to us that he decided to move to the countryside.

3 Listen to these speakers. How do they express the meaning of the words and phrases in bold in these sentences? TR: 4.6

- The boy says **there aren't enough things to do** in his village for **people his age**. *the leisure facilities are really poor for teenagers*
- The girl really likes the **lack of noise** in the countryside. *peace and quiet*
- The woman **was surprised** when she saw a fox **eating** in her garden. *couldn't believe it, having a bite to eat*
- The man says that in his town **there are more people out of work than ever before**. *the number of people out of work has reached record levels*

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Listening task

4 You will hear a preview of tonight's television programmes. For each question, put a tick in the correct box. TR: 4.7

- Tonight's episode of *Grass Roots* is
 - the last in the series.
 - on at seven o'clock.
 - set in a big city.
- Job Swap*
 - is filmed in a small country practice.
 - shows a manager in a busy hospital.
 - shows people who change their workplace.
- The drama series
 - is watched by many viewers.
 - will be replaced by a documentary tonight.
 - shows how exciting the city is.
- Elizabeth Jordan died
 - because a brown bear bit her.
 - due to illness.
 - while making an hour-long documentary.
- The news
 - will be on later than usual.
 - is shown at nine o'clock.
 - follows the weather forecast.
- The news report
 - is all about crime.
 - will be about careers in inner cities.
 - deals with a national problem.

- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

4 You will hear a preview of tonight's television programmes. For each question, put a tick in the correct box. TR: 4.7

- Tell students to read the instructions. Elicit that they will hear about a number of TV programmes and need to tick the correct answer. Remind them that correct answers won't necessarily contain the exact words that they hear, but may express their meaning in another way. Play the recording.
- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

Express Yourself!

Justifying choices

More people would benefit from ...
 ... only appeals to young/old/sporty/etc people.
 ... would be more useful/better for the whole community.
 ... is more necessary/important than ...
 ... is missing in this city/town/village.
 I think it's a good idea to ... because ...
 There's a real need for ...
 I don't see the point in + -ing ... / ... is pointless.
 It's a waste of money to + infinitive ... / ... is a waste of money.

Listen Up!

5 Listen to Sebastian and Elena doing the Speaking task below and write **S** (Sebastian), **E** (Elena) or **B** (Both) to show who does these things. **TR: 4.8**

A friend of yours is taking a group of teenagers from the countryside to the city for an evening. Look at the pictures and work with a partner to discuss the kinds of places he could take them to. Decide which two are the most entertaining.

Who

1 use(s) appropriate language? **B**

2 listen(s) to the other person? **S**

3 develop(s) his/her answers? **B**

4 make(s) the most appropriate choices for the situation? **E**



6 Did they complete the task properly?

Speaking skills

7 Read the task in Activity 8 and tick the factors you might have to think about when reaching a decision.

- 1 age of people
- 2 your own interests
- 3 cost of event/facilities
- 4 special needs people might have
- 5 the aim of the people concerned

8 Work with a partner and role-play a dialogue between the mayor and his/her 14-year-old son/daughter about what facilities their district needs. Use these words and the phrases in *Express Yourself!* to help you.

adventure playground	public library
bicycle lanes	shopping mall
community centre	sports centre
country park	theatre

Speaking tasks

9 Look at the task in Activity 10 below and answer these questions.

- 1 What kind of facilities will you discuss?
- 2 Who are these facilities for?
- 3 How many facilities will you decide on at the end?
- 4 Do you have to reach an agreement with your partner?

10 The local community in the village where you live has been given money to improve facilities for residents. Look at the photos and work with a partner to talk about the kind of facilities that could be provided, and decide which two are most important for all villagers.



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- Play the recording again. Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

6 Did they complete the task properly?

- Tell students to listen again and say whether Sebastian and Elena completed the task properly. Play TR: 4.8 again.
- Ask students to check and discuss any different answers with a partner.
- Check answers as a class. Ask students to justify their answers.

7 Read the task in Activity 8 and tick the factors you might have to think about when reaching a decision.

- Explain that with decision-making tasks it's important to take into consideration the whole situation and to make the most appropriate decision for that situation.
- Check answers as a class. Ask students to justify their answers.

8 Work with a partner and role-play a dialogue between the mayor and his/her 14-year-old son/daughter about what facilities their district needs. Use these words and the phrases in *Express Yourself!* to help you.

- Read the instructions and tell students to decide who is the mayor and who is the teenager, and to think about the opinions their character would probably have.

- Go round the class monitoring the conversations. Ask each pair to talk about their chosen facilities and why they have chosen them.

9 Look at the task in Activity 10 below and answer these questions.

- Tell students to look at activity 10 and answer the questions.
- Check answers as a class.

10 The local community in the village where you live has been given money to improve facilities for residents. Look at the photos and work with a partner to talk about the kind of facilities that could be provided, and decide which two are most important for all villagers.

- Tell students to work in pairs to discuss the task, using their answers from activity 9. Remind them to use the expressions from the *Express Yourself!* box.
- Ask each pair to talk about their chosen facilities and why they have chosen them.

Express Yourself!

- Explain to students that they are going to learn how to justify decisions they make. Point out that often they will have to make decisions that are appropriate to a particular situation and that they need to be able to express their choices in an appropriate manner.
- Read the *Express Yourself!* box to the class. Talk about the meaning of each sentence and explain any necessary vocabulary.

5 Listen to Sebastian and Elena doing the Speaking task below and write **S** (Sebastian), **E** (Elena) or **B** (Both) to show who does these things. **TR: 4.8**

- Tell students that they are going to listen to Sebastian and Elena doing a speaking task and to answer the questions.
- Ask them to discuss with a partner what choices each picture shows (*a restaurant, the theatre, shopping, sightseeing*). Play the recording.

Lesson 4

Lesson Aims

- Learn and use new grammar: articles
- Writing: making narratives exciting, sequencing events

Materials

- Student's Book

To start

- Ask students if they like reading fiction and to talk about their favourite books or short stories. Encourage them to talk about the plot as well as the reasons why they like the book or story.
- Ask students if they have read any books in English and if so, whether it helped them to improve their knowledge of the language. Explain that this lesson focuses on writing successful short stories in English.

Narrative tenses

1 Complete the table with the correct tense.

- Explain that we use past tenses when narrating a story in English. Read the *Narrative tenses* box to the class.
- Tell students to complete the table with the correct tense.
- Check answers as a class.

2 Which tenses are used in the following sentences? Why?

- Tell students to read and decide which tenses are used in the sentences and why.
- Check answers as a class.

3 Read the story written by a student who has done the following writing task. Which tenses are the highlighted verbs in? Why have these tenses been used?

- Tell students to read the model story and decide which tenses are used and why. Remind them to look back at the table for help if necessary.
- Check answers as a class.

Narrative tenses

Narrative tenses are used when telling a story in the past. The most common ones are the past simple, the past continuous, the past perfect simple and the past perfect continuous. We do not use present tenses at all unless the story we are writing includes direct speech with speech marks.

1 Complete the table with the correct tense.

past continuous	past perfect simple	past perfect continuous	past simple
<u>past simple</u>		<u>past perfect simple</u>	
<ul style="list-style-type: none"> • talks about a completed action in the past • takes the action of the story further • talks about a series of actions that happened one after the other in the past 		<ul style="list-style-type: none"> • talks about an action that happened before the time of the narrative or before another past action • talks about a past action that interrupts another action in the past 	
<u>past continuous</u>		<u>past perfect continuous</u>	
<ul style="list-style-type: none"> • talks about an action in progress in the past when another action interrupted it • describes background details in the story 		<ul style="list-style-type: none"> • talks about an action that was in progress for some time in the past and had an effect on a later event • talks about an action that was in progress for some time in the past when it was interrupted by another past action 	

2 Which tenses are used in the following sentences? Why?

- 1 He slammed the door, ran to the wardrobe and hid inside it.
- 2 They had been walking for hours and Jo was losing her patience.
- 3 I was waiting at the bus stop when I first saw Cara.
- 4 Linda stopped. The doll wasn't where she had left it.

- 1 Past simple - talks about a series of actions that happened one after the other in the past.
- 2 Past perfect continuous - talks about an action that was in progress for some time in the past and had an effect on a later event. Past continuous - describes background details in the story.
- 3 Past continuous - talks about an action in progress in the past when another action interrupted it. Past simple - talks about a completed action in the past.
- 4 Past simple - takes the action of the story further. Past perfect simple - talks about an action that happened before the time of the narrative or before another past action.

Writing task

3 Read the story written by a student who has done the following writing task. Which tenses are the highlighted verbs in? Why have these tenses been used?

Write a story which begins with this sentence:
I knew something was wrong as soon as I went into the garden.

Bear for lunch

After lunch I decided to go out. I knew something was wrong as soon as I went into the garden. My cat, Jody, **was shaking** with fear on the doorstep. I **was bending** down to comfort her when I realised why she was so afraid.

A visitor **had wandered** in from the woods.

Recovering quickly, I **picked up** Jody, **rushed** inside and **locked** the kitchen door.

'Mum, there's a bear in the garden!' I yelled.

'It'll only be the neighbour's dog again,' Mum said, trying to calm me down.

'But look ...'

Just then the rubbish bin **crashed** to the ground so we **ran** to the window. While we **had been talking**, the bear **had eaten** the contents of our bin. Mum was terrified.

Suddenly, I had an idea. I remembered that Dad **had been reading** an article on wild animals in residential areas.

Maybe that would tell us what to do. Luckily, it had the phone number of the local Wild Animal Rescue Service.

The people from the rescue service **acted** immediately, and soon the bear was back in the wild. It was a scary experience, but one I'll never forget.



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4 Answer these questions.

- Ask students if they think the story about the bear is a good one or not. Remind them that they should always try to be aware of what makes a piece of writing successful or not so that they can improve their own writing.
- Tell students to answer the questions.
- Check answers as a class.

EXTRA ACTIVITY

Tell students to come up with ideas for other stories that could be told using the beginning sentence or to suggest different endings to the story about the bear.

Analyse it!

4 Answer these questions.

- 1 What serious mistake has the writer of the story made? Correct it. *The writer hasn't begun the story with the sentence given.*
- 2 Which verbs, adjectives and adverbs does the writer use to create suspense and keep the reader interested? *wrong, shaking, fear, quickly, rushed, yelled, crashed, terrified, scary*
- 3 What happens at the beginning, the middle and the end of the story? *beginning: sets the scene; middle: develops main action; end: how the situation ended*
- 4 Is the story written with informal, semi-formal or formal language? *semi-formal*

Writing plan

5 Write a number from 1–5 in the boxes to show the order in which these things are mentioned in the story.

- a Describe an event that creates suspense in the story. 2
- b Set the scene for the story. 1
- c Say how you managed to deal with the situation. 4
- d Say what happened in the end and how the event affected you. 5
- e Say what you did as soon as you realised something was wrong. 3

GRAMMAR Articles

We use the indefinite articles **a/an** with singular countable nouns when we mention them for the first time; when speaking generally; and with nouns which refer to professions, nationalities or religions.

*Look! There's a bear at the window.
Pablo is an explorer.*

We don't use **a/an** with plural countable nouns or uncountable nouns; with adjectives which aren't followed by a noun; and with the names of meals unless they are preceded by an adjective.

*Cities have usually got good facilities.
What's for dinner?*

We use the definite article **the** with singular and plural countable and uncountable nouns; to talk about something specific when we mention it a second time; before names of hotels, cinemas, theatres, musical instruments and unique nouns; before superlatives and nationalities; and with the names of natural features.

*This is the village I was telling you about.
Our school is the largest in the district.*

We don't use **the** with proper nouns, the names of sports and games, languages and subjects of study; or with the names of most countries and cities or the names of non-specific facilities.

*She's learning Chinese at college.
We often play volleyball.*

6 Complete the sentences with **a, an, the** or **-**.

- 1 Let's go for a walk round the square.
- 2 Is that the new hotel you told me about?
- 3 There's a boy from - Muscat in my class.
- 4 Pizza? That's an unusual breakfast.
- 5 There's a play on at the City Theatre tonight.

USEFUL LANGUAGE

Making narratives exciting

I'd never been in such a + noun ... before.
It was the first time I'd ever been to/inside ...
the strangest/the weirdest/the oddest
be frightened/terrified/scared
scary/ridiculous hilarious/amusing
all of a sudden/suddenly/just then
quickly/immediately/without thinking/as fast as I could
extremely/utterly/completely/absolutely

Sequencing events

as soon as/once/when/before/until
At first/Then/In the end/At the end of the day
Finally/It turned out that ...

Writing task

Write a story that begins with this sentence:

It was the strangest place I had ever been to in my life.

WRITE RIGHT!

Use these steps to help you write your story.

- Step 1** Underline the key words in the sentence you must use to begin.
- Step 2** Think of a good idea for the story and decide what the narrator saw, heard and felt. Think about how the story will develop. Then think about how the story might end.
- Step 3** Make a plan and decide how you will organise the events. Use the plan on the left to help you.
- Step 4** Use your notes, your plan and the useful language above to write your story. Make sure that you use language and devices which make the story exciting.
- Step 5** Read your story carefully when you have finished. Check that you have used narrative tenses and that the first sentence fits in the rest of the story.

Discussion

Discuss the pros and cons of living in a city and the countryside.

USEFUL LANGUAGE

- Read the *Useful Language* box to the class.
- Tell students to scan the model story to find examples of the useful language (*as soon as ..., when ..., ... quickly, terrified, just then ..., suddenly ..., scary, immediately*).
- Check answers as a class.

Writing task

Write a story that begins with this sentence: It was the strangest place I had ever been to in my life.

- Tell students to read the writing task and underline the key words (*story, begins, this sentence, the strangest place, I, been to*). Remind students that the register of the story will be semi-formal.
- Ask students to work in pairs or small groups to brainstorm the kind of places that they could set their stories in. Encourage them to talk about real places that they found strange, how they felt there and why they thought it was strange.
- Read through the *Write Right!* box with the class and then tell students to write their story. Remind them to plan their story with a beginning, a middle and an end.
- Allow enough time to complete the task.

Discussion

Discuss the pros and cons of living in a city and the countryside.

- Invite a student to read the topic of the discussion to the class.
- Give students time to think about their answers and make notes. Then hold a class discussion.

5 Write a number from 1–5 in the boxes to show the order in which these things are mentioned in the story.

- Tell students to write the numbers to show the order of the things mentioned in the story.
- Check answers as a class.

6 Complete the sentences with **a, an, the** or **-**.

- Read the grammar box to the class.
- Write these words from the story and elicit why the articles have or have not been used: *After lunch* (no article because it's the name of a meal and it doesn't have an adjective before it); *the garden*, (it's a specific noun and it's taken for granted that it's the narrator's garden as *a garden* would mean that he/she went into an unknown garden); *a visitor*, (it's a singular countable noun mentioned for the first time); *an article*, (it's a singular countable noun beginning with a vowel sound mentioned for the first time); *the rescue service* (it's a noun mentioned for the second time).
- Tell students to complete the sentences.
- Check answers as a class.

Review

Units 3 – 4

To start

- Revise phrasal verbs from Units 3 and 4, including *let down*, *let in on* and *show off*. Tell students to write a sentence using each one.
- Revise words related to sports and leisure activities, including *balance*, *compete*, *demonstration*, *teamwork*, *volleyball*, *participate*, *spectator*, *supporter*, *performance* and *training*.
- Write these anagrams on the board and tell students to unscramble them: bawrdkca, feielystl, questurpice, legirevip, emreto, esfl cufftineis (*drawback*, *lifestyle*, *picturesque*, *privilege*, *remote*, *self sufficient*).
- On the board, write *suburb*, *urban*, *adventure playground*, *botanical garden*, *city landscape*, *community centre*, *open country*, *residential care*. Elicit the meaning of each word.
- Revise these collocations and idiomatic expressions. Ask students to complete them with a noun: *bring into (contact)*, *lasting (impression)*, *raise (money)*, *river (boarding)*, *star (performance)*, *slow down (the pace)*.
- Write *I have lived in the city for two years. I have been running, so I'm hot. She had played tennis before. They had been looking for a parking space when I saw them.* Elicit which tenses have been used and why. Revise the affirmative, negative and question forms of these tenses. Revise the uses of the present perfect simple and present perfect continuous and time expressions used with them and then do the same for the past perfect simple and past perfect continuous.
- Write the following sentence on the board and elicit the necessary correction. *The town which I used to live is next to the sea. (The town where I used to live is next to the sea or The town which I used to live in is next to the sea.)* Elicit the other relative adverbs (*where*, *when* and *why*) and pronouns (*who*, *whom*, *which* and *whose*) from Unit 3. Ask students to write sentences with three or four of them. Ensure they remember the difference between defining and non-defining relative clauses, where *that* can be used and where the relative pronoun can be omitted. Also revise relative pronouns and prepositions (*in/at/on/for which*).

Review

1 Match.

- | | |
|---------------|--------------|
| 1 residential | a bike |
| 2 quad | b sport |
| 3 adventure | c garden |
| 4 southern | d area |
| 5 team | e hemisphere |
| 6 botanical | f playground |

2 Circle the odd one out.

- | | | |
|----------------|-------------|-------------|
| 1 exhilarating | dull | exciting |
| 2 spectator | supporter | participant |
| 3 bold | shy | timid |
| 4 inner | urban | remote |
| 5 risky | picturesque | reckless |
| 6 strenuous | hard work | relaxing |

3 Complete the table with the words in the box.

trainer	researcher	suburb
village	volleyball	community centre
paragliding	skiing	fundraiser

Sports	People	Places
volleyball	trainer	suburb
paragliding	researcher	village
skiing	fundraiser	community centre

4 Complete the sentences with these words.

accommodation	down	helicopter
loose	peace	let

- Do your best! Don't let the team down.
- There's a deer on the loose on our football pitch.
- A researcher let me in on a secret about the programme.
- I love staying at this hotel; the accommodation is excellent.
- What's that terrible noise? I came here for some peace and quiet.
- He had been flying the helicopter for an hour when the accident happened.

5 Choose the correct answers.

- She has never _____ a model aeroplane before.
 - been flying
 - flown
 - flew
- Martina is _____ player I told you about earlier.
 - the
 - a
 -
- This is the place _____ I did my first bungee jump.
 - which
 - when
 - where
- There aren't _____ people for a football team.
 - enough
 - too
 - the
- They _____ living in the village for a month when the flood happened.
 - have been
 - had been
 - had
- The adventure playground _____ we go to is free.
 - what
 - in which
 - that

6 Rewrite the sentences using the words in bold. Use between two and five words.

- Some activities are too risky for children. **Safe**
Some activities are not/aren't safe enough for children.
- There's Jo, the trainer of the team. **is**
Jo, who is the team's trainer, is over there.
- It took us hours to sail to Dubrovnik. **for**
We had been sailing for hours by the time we reached Dubrovnik.
- I've never heard such a strange story before. **strangest**
That's the strangest story I've ever heard.
- I started writing the blog two years ago. **been**
I have been writing the blog for two years.

- Revise the difference in meaning between *too*, *enough* and *not enough* and the syntax we use with each. Ask individual students to say a sentence with one of them.
- On the board, write the dialogue below and underline the articles, nouns that take articles and nouns that don't take articles. Ask students to explain their use.

Boy: There's a man at the door. He's an American, I think.

Mum: Tell him to come back later because we're having dinner.

Boy: He says this is the most beautiful house in the town and he wants to buy it.

Mum: Tell him it might be the most beautiful house in Wales, but it's not for sale!

(*a man* – singular countable noun mentioned for the first time; *an American* – singular uncountable noun which starts with a vowel sound and refers to nationality; *dinner* – name of a meal without an adjective; *the most beautiful house* – superlative form; *the town* – specific geographical area; *Wales* – name of a country)

Quiz time!

7 Complete the paragraph with the correct form of the present perfect simple, present perfect continuous, past perfect simple or past perfect continuous of the verbs in brackets.

Yusuf (1) has been (be) an extreme sports enthusiast for many years now. He (2) has been going (go) on adventure holidays and doing risky activities since he was 14 and is always looking for a challenge. So when some friends asked him to be their guide on a hike in open country, he immediately agreed. Yusuf (3) had never tried (never try) to lead a group before, but he was sure he could manage it. Before they left, Yusuf told the others what kind of clothing to wear and what things to take with them. They set off early one Saturday morning and headed for the mountains. They (4) had been walking (walk) for over two hours when they arrived at a forest. They (5) had just entered (just enter) the forest when they saw the most amazing sight they (6) had ever seen (ever/see). A bear and her two cubs were drinking from a lake right in front of them. Yusuf guided the group safely away, and when they arrived back home, they all agreed the hike (7) had been (be) tiring, but that they (8) had had (have) an exciting time.



8 Choose the correct answers.

- What sport is the underwater activity octopus push similar to?
a rugby b baseball **c** hockey
- How many players are there on an ice hockey team?
a 5 b 7 **c** 6
- Which weird event takes place every year in Lincolnshire, UK?
a The World Egg Throwing Championships
b The World Pea Shooting Championships
c The Animal Olympics
- What do the residents of Buñol, Spain, do every August?
a have a carnival
b throw tomatoes at each other
c chase each other through the streets
- How long did the world's longest aerobics class last?
a 19 hours **b** 39 hours c 49 hours
- Which sport isn't played on a pitch?
a cricket
b football
c badminton
- In which country did chess originate?
a India b Scotland c Brazil
- What was unusual about the tennis match between Serena Williams and Rafael Nadal in March 2008?
a It was played on water.
b It took place in the middle of the night.
c No spectators turned up.

Scoring: Check your answers and score 2 points for each one that is correct. Then see what your score says about you!

0 - 4 You're not a great fan of sport and leisure. You prefer to take it easy and not do very much in your free time and it doesn't matter to you how other people spend theirs. Or maybe you are just extremely busy and don't have enough time to spend on leisure activities.

5 - 10 You like fun and games, but there are more important things in your life. You like to find out about what's happening in the world of sport, but you don't let this distract you from your schoolwork. You have more important goals in your life.

11 - 16 You are a real leisure enthusiast. You must find out the latest scores in your favourite sports and you always read about what's happening in the world of sport. You also like the strange side of leisure and would probably like to take part in extreme sports.

1c 2c 3a 4b 5b 6c 7a 8a

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4 Complete the sentences with these words.

- Tell students to complete the sentences with the words in the box. Remind them to look for clues on either side of the gaps and that some words are verbs and others are adjectives.
- Check answers as a class.

5 Choose the correct answers.

- Tell students to choose the correct answers. Remind them to look for clues on either side of the gaps. Remind them to look back at the grammar boxes for help if necessary.
- Check answers as a class.

6 Rewrite the sentences using the words in bold. Use between two and five words.

- Tell students to rewrite the sentences using the words in bold. Point out that they must use between two and five words. Remind them to look back at the grammar boxes for help if necessary.
- Check answers as a class.

7 Complete the paragraph with the correct form of the present perfect simple, present perfect continuous, past perfect simple or past perfect continuous of the verbs in brackets.

- Tell students to complete the paragraph with the correct form of the verbs in brackets. Remind them to look at the subject of each verb and to use the correct form of the auxiliary verb.
- Check answers as a class.

1 Match.

- Tell students to match the correct words to make collocations.
- Check answers as a class.

2 Circle the odd one out.

- Tell students to decide and circle which word doesn't belong in the group.
- Elicit the first answer if necessary.
- Check answers as a class. Ask students to justify their answers.

3 Complete the table with the words in the box.

- Tell students to complete the table using the words in the box.
- Check answers as a class.

Quiz time!

8 Choose the correct answers.

- Tell students to choose the correct answers to complete the quiz.
- Check answers as a class.
- Tell students to read the analysis that reflects their score. Explain any unknown words or meanings. Ask them if they think the analysis is a true reflection of their attitudes towards sport and leisure.

Video

Lesson Aims

- Watch and understand a video about a group of cyclists in Utah.
- Talk about discovery and adventure.

Materials

- Student's Book, DVD

To start

- Tell students to look at the photo and tell you what they can see. Elicit vocabulary such as *rocks*, *mountains*, *heat*, *nature* and *paths*. Ask students if they notice anything unusual about the rocks (they are very red). Ask students if they know the name of this place or where it is (it's the Bryce Canyon National Park in Utah, United States).
- Tell students they are going to watch a video to find out about an adventure which happens in the place in the photo.



1 BEFORE YOU WATCH Circle what you would expect to see in a national park. Answers may vary: animals, mountains, trees, rocks, plants, rivers

animals rocks
traffic skyscrapers
mountains plants
trees rivers
industry

Many countries have created national parks to protect the environment.

Now talk about the places you like.

I like being in the mountains on top of the world.

For me, I prefer being on a beach somewhere.

2 WORDS TO KNOW Match the words to the photos.

cliff tyre waterfall mountain oven



mountain



oven



waterfall



cliff



tyre

52 UNITS 3-4

1 BEFORE YOU WATCH Circle what you would expect to see in a national park.

- Read the instruction to the class. Invite individuals to read the list. Talk about each thing and check students understand the meanings.
- Give students time to circle which of the things in the list they would expect to find in a national park. Tell them to complete the sentence and ask them for their suggestions.
- Ask a pair of students to read the speech bubbles.
- In pairs, give students time to talk about the places they like and remind them to say why. Ask several pairs to tell the whole class.

2 WORDS TO KNOW Match the words to the photos.

- Ask students to look at the photos and match them with the words in the box.
- Give them time to write the answers.
- Check answers as a class.
- Ask the class why they think the word 'oven' has been included. Ask them what an oven does (gets hot and cooks food). Ask them if they think it's hot or cold in the main photo.



EXTRA ACTIVITY

- Put students into groups of three or four. Tell them to imagine they went on an adventure trip which led to a discovery.
- Tell them to work together to make up the details of the trip such as where they went, how they travelled, what they saw, why they went on the adventure and what they discovered.
- Ask each group to present their adventure journey to the class.

3 WHILE YOU WATCH Finish the sentences.

- 1 We came to Utah to discover the desert mountain trails by bike.
- 2 Our tyres tore along trails carved into walls of rock.
- 3 The sun above warmed us like an oven.
- 4 The torrential rain turned the desert into a moving field of water.
- 5 We rode on to the end of our circular route.

5 WATCH AGAIN Talk about your own experiences of discovery. What do you like about this adventure? What don't you like?

I like how they look as though they're flying sometimes!

Yes, but that environment can be dangerous.

4 AFTER YOU WATCH Answer these questions.

- 1 What did the group of cyclists want to discover in Utah?
The desert mountain trails by bike.
- 2 How did they feel about being in such an isolated place?
The felt detached but dependent on their food and water.
- 3 What words does the narrator use to describe the age of the trail?
The trails were carved into walls of rock that descended millions of years into the Earth's past.
- 4 What colour were the waterfalls after the rain? Why?
Red. Because of the desert's pigments.
- 5 How does the narrator imply the ride has a deeper meaning?
We had already completed an amazing journey. But, in reality, ours had only just begun.

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3 WHILE YOU WATCH Finish the sentences.

- Tell students that they are going to watch a video about a cycling adventure in Utah.
- Read through the instruction and the sentences with the class. Ask students what type of words they will need to listen out for while they watch the video.
- Tell students to make notes while they're watching the video.
- Play the video all the way through.
- Discuss the answers with the class, playing the video again if necessary.

4 AFTER YOU WATCH Answer these questions.

- Read out the first question to the class. Ask students what they remember about the group of friends and their reasons for visiting Utah. Elicit the answer.
- Give students time to complete the rest of the activity alone.

- Check answers as a class.
- Ask students if they would like to have an adventure like this. Why/Why not?

5 WATCH AGAIN Talk about your own experiences of discovery. What do you like about this adventure? What don't you like?

- Play the video again.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about their own experiences of discovery. Remind them that discoveries aren't always about going outside on adventures. They can make discoveries reading a book at home.
- Invite some pairs to say their suggestions to the class.