

## 2A Vocabulary

### Landscapes

#### LESSON SUMMARY

**Vocabulary:** Landscape features; landscape adjectives; prepositions of place

**Listening:** Four holiday adverts

**Grammar:** *there is / there are*

**Speaking:** Discussing how students feel in different situations

**Speaking:** Describing a landscape

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 7 can be set for homework.

#### LEAD-IN 2-3 MINUTES

- Write *landscape* on the board and elicit its meaning (everything you can see when you look across a large area of land). Describe the landscape of a place you went to on holiday using target vocabulary from the unit, e.g. *Last year when I went on holiday, I stayed in a beautiful village by a river. The village lay at the foot of steep green hills and the shallow river ran through the village.*
- Ask a few students to describe a landscape.

#### Exercise 1 page 18

- Ask students to describe the photos. Write key words on the board. (A walking; B hiking; C rock climbing; D cave diving; E kayaking) You will need them for exercise 5.
- Ask: *Would you enjoy these activities? Why? / Why not?*

#### Exercise 2 1.15 page 18

- Focus attention on the words but do not check their meaning. Ask students to work in pairs and match as many words to the photos as they can.
- Play the recording for students to check their answers.
- Check answers as a class and check the meaning of any unknown vocabulary.

#### KEY

**A** forest, waterfall, river, rocks

**B** hill, rocks, valley

**C** cliff, ocean, rocks

**D** cave, ocean, rocks

**E** lake, shore, mountain

#### Transcript

- A** There are two people on a bridge near a forest. There's a waterfall and some rocks below them. The bridge goes across a river.
- B** There is a man standing on some rocks at the top of a hill. He's looking out over a valley.
- C** This man is climbing up a cliff. You can see the ocean and the rocks below.
- D** This diver is inside an underwater cave in the ocean. He's looking between the rocks.
- E** This person is in a small boat – it's a kayak. The kayak is on a lake, near the shore. In the background, there are mountains.

#### Exercise 3 page 18

- Check the meaning of the adjectives. Practise the pronunciation, especially *low* /ləʊ/, *narrow* /'nærəʊ/ and *shallow* /'ʃæləʊ/.
- Students find three pairs of opposites.
- Check answers as a class.

#### KEY

deep – shallow; low – tall; narrow – wide

#### Exercise 4 page 18

- In pairs, students match each adjective with two or more of the landscape features in exercise 2.
- Check answers as a class.

#### KEY

(Possible answers)

**deep** cave / ocean / lake / river / valley

**icy** lake / river / stream

**low** hill / waterfall

**narrow** cave / lake / river / stream / valley

**rocky** desert / mountain / shore / valley

**shallow** cave / ocean / river / stream

**steep** cliff / hill / mountain / valley

**tall** cliff / waterfall

**wide** cave / lake / river / shore / stream / valley

#### Extension: Fast finishers

**Fast finishers** work in pairs and take turns to describe the landscape in photos A–E. Encourage them to use as many words for landscape features and adjectives as they can.

#### Exercise 5 1.16 page 19

- Tell students they are going to listen to four holiday adverts. They must match three of them with three of the photos A–E.
- Play the recording for students.
- Check answers as a class. Ask students which words helped them to match the photos to the adverts, e.g. 1 lake, tall mountains, deep valleys; 2 rocky caves, ocean; 4 narrow rivers under trees, waterfalls.

#### KEY

1 E 2 D 4 A

#### Transcript

- 1 Bored with the beach? Hungry for adventure? Why not spend seven days in a remote and beautiful landscape in Alaska? Kayak across icy lakes and shallow rivers. See eagles, bears and other fascinating wildlife. Or just enjoy the amazing scenery on your journey through tall mountains and deep valleys. The view of the mountains as you kayak across the lake is unforgettable.
- 2 For experienced divers only, this holiday offers an amazing chance to explore the rocky caves along the coast of Mexico. You can only reach some of these areas by boat – a boat that will be your home for five days. After three days near the caves, the boat leaves the steep cliffs and heads for the ocean for two days – a chance to see some of Mexico's amazing marine wildlife.
- 3 On this seven-day walking holiday in the Philippines, you'll see mountains and valleys, lakes and forests. But the highlight of the week is the chance to stand beside Lake Pinatubo, a lake inside a volcano. Thirty years ago, this

lake didn't exist at all. But when Mount Pinatubo erupted in 1991, the top of the volcano blew off. A shallow lake formed, which soon became deep because of all the rain. Take a break from the tropical heat by enjoying a swim in this beautiful and exotic natural feature!

- 4 Join Forest Trekkers on a Canadian adventure you'll never forget. We offer a two-week journey through the spectacular scenery of Canada. See the parts of the country that most tourists never reach: kayak down narrow rivers under the trees or walk across narrow, wooden bridges. Find dark caves behind tall waterfalls. We promise you'll fall in love with this exciting and magical landscape, with its tall trees, clean waters and clear blue skies.

### Exercise 6 1.16 page 19

- Play the recording again for students to complete the sentences.
- Check answers as a class.

#### KEY

- 2 through, tall, valleys  
3 rocky, along  
4 near, cliffs  
5 beside, inside, volcano  
6 shallow, deep  
7 down, under  
8 caves, behind, waterfalls

#### Transcript

See exercise 5.

### Exercise 7 page 19

- Go through the *Recycle!* box together.
- With a **weaker class**, elicit countable and uncountable nouns from the photos and write them on the board, e.g. *mountains, water, snow, rocks*. Then elicit sentences describing the photos with *there is / there are* and countable and uncountable nouns.
- Students complete the sentences.
- Check answers as a class.

#### KEY

- 1 There's 2 There's, there are 3 There are  
4 There's

### Exercise 8 page 19

- Go through the instructions together. Give an example, e.g. *In this area there are wide beaches. They stretch for hundreds of miles and there are steep rocky cliffs near them.* (the Baltic Sea)
- Students take turns to describe and guess the areas. Monitor and help with vocabulary and grammar where necessary.

#### Extra activity

- In pairs, students discuss their ideal activity holiday. They should think of different activities they could do and describe their perfect landscape(s) for the holiday.
- Ask a few students to share their ideas with the class.

## Lesson outcome

- If you are using iTools, first do the round-up activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe landscapes. I understand descriptions of holiday adverts using landscape features, adjectives and prepositions of place.*

## 2B Grammar

### Past continuous

#### LESSON SUMMARY

**Grammar:** Past continuous

**Speaking:** Asking and answering questions in the past continuous

**Writing:** The opening paragraph of a story

#### SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 3 and 8 can be set for homework and exercise 9 can be done in the next lesson.

#### LEAD-IN 2-3 MINUTES

- Remind students of the basic structure for telling a story or describing an event: set the scene, describe the event, describe your feelings about it.
- Describe something that happened to you this morning, e.g. *It was raining this morning and I was running to the bus stop. But I was too late and the bus left without me. I was really annoyed!*
- Ask a few students to describe something that happened to them this morning.

### Exercise 1 page 20

- Ask students to look at the scene in the photo. Ask: *Where is it? What are the people doing?*
- Ask a student to read out the text. Then ask: *Why does the narrator notice the tall man?*

#### KEY

(Possible answer) **Because the man is standing very still, wearing summer clothes and staring at the narrator.**

### Exercise 2 page 20

- Go through the *Learn this!* box together.
- Ask: *Do we use the past continuous to describe the main events of a story or the background events?* (the background events)
- Students find the past continuous verbs in the text.
- Check answers as a class. With a **weaker class**, revise the structure of the past continuous: *was / were + -ing* form of the verb.
- Ask: *What were you doing before the class began?* Check that students form the past continuous correctly.

#### KEY

**were hurrying, were sitting, was talking, wasn't looking, was singing, (was) playing, were shouting, (were) waving, (were) carrying, (were) running, was standing, was he wearing, was looking**

**For further practice of the past continuous:**  
**Grammar Builder 2B** page 126

- 1 1 was texting 2 were ... laughing  
3 weren't paying, was speaking  
4 was walking, eating  
5 was watching, was reading 6 was ... doing
- 2 1 was shining 2 were singing 3 were getting  
4 was putting 5 were making 6 was talking
- 3 1 were you doing 2 was watching  
3 were ... watching 4 wasn't paying  
5 was your husband doing 6 was making  
7 was going

**Exercise 3** page 20

- Ask students to read the paragraph and complete it.
- Check answers as a class.

**KEY**

- 1 was shining 2 was rising 3 were carrying  
4 was lying 5 wasn't sleeping 6 were sitting  
7 sharing 8 were they listening

**Exercise 4** page 20

- Revise the structure of past continuous questions.
- Students make questions about the people. They then work in pairs to ask and answer the questions. Monitor and check that students are asking and answering correctly.

**Exercise 5** page 20

- Go through the instructions together and invite a student to make a sentence, e.g. *Some schoolchildren were walking to school. They were smiling and laughing.*
- Students set the scene. Remind them to omit the subject if it is not needed. Monitor and help with vocabulary and grammar where necessary.

**Exercise 6** page 20

- Students swap notebooks with a partner. They choose three things they want to know more about.
- Students then swap notebooks again so that they can write their questions.

**Exercise 7** page 20

- Students ask and answer their questions. They then write the answers in their partner's notebook. Explain that these additional pieces of information can make a description of a scene more interesting.

**Exercise 8** page 20

- Students use their own sentences from exercise 5 and their partner's questions and answers from exercise 7 to write the opening paragraph of a story. Monitor and help with vocabulary and grammar where necessary.

**Exercise 9** page 20

- Students take turns to read their opening paragraphs to the class. The class then vote for the best one.
- Alternatively, students read each other's paragraphs in groups and decide on the best paragraph in the group.

**Extra activity: Fast finishers**

- Ask **fast finishers** to think about their story. Who will be the main characters? What will be the main event?
- Students write their story for homework.

**Lesson outcome**

- If you are using iTools, first do the round-up activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past continuous to set the scene of a story. I can write the opening paragraph of a story using the past continuous.*

## 2C Listening

### Adrenaline junkies

**LESSON SUMMARY**

**Vocabulary:** Adjectives to describe people, sports and landscapes

**Matura topic:** Synonyms in listening exercises

**Listening:** An interview about BASE jumping

**Speaking:** Talking about BASE jumping

**SHORTCUT**

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 2 and omit exercise 7. Exercise 8 can be set for homework.

**LEAD-IN 2-3 MINUTES**

- Focus attention on the photo and the title. Ask: *What is adrenaline?* (a substance that your body produces when you are very angry, frightened or excited and that makes your heart goes faster)  
*Why do the people in the photo need adrenaline?* (They are doing something exciting and dangerous.)  
*What is an adrenaline junkie?* (a person who is unable to stop being in exciting and dangerous situations)  
*Are you an adrenaline junkie? Why? / Why not?*

**Culture note: BASE jumping**

BASE jumping is a sport in which participants jump from fixed objects and use a parachute to help them land safely. BASE stands for the type of objects from which people can jump: building, antenna (tower), span (bridge) and Earth (cliff). The sport was invented by Carl Boenish in the 1970s. Boenish died while BASE jumping in 1984. The sport has featured in several James Bond films.

**Exercise 1** page 21

- Focus attention on the adjectives and ask students whether they describe people, extreme sports or landscapes. Explain that some may be used to describe more than one category.
- Check answers as a class.

**KEY**

**People** athletic, brave, impressive, strong, terrifying  
**Extreme sports** risky, spectacular, terrifying, thrilling  
**Landscapes** impressive, remote, spectacular

# Presentation: choosing a study holiday

- 21<sup>st</sup> Century Skills** Collaboration: making decisions
- Key Competences** Learning to learn, Cultural awareness and expression, Mathematics, science and technology
- Useful language from the units** 4A weather, 4B comparison, 4D superlative adjectives, *too* and *enough*, 5B *will* and *going to*, 5D first conditional, 5G making contrasts, 6A describing visitor attractions

## TASK

**STEP 1: UNDERSTAND THE TASK** Work in pairs. Read the task. What two things do you have to do? What do you think is important when choosing a destination for a study holiday? Make a list of factors.

Your class is going to visit an English-speaking country this summer. Your teacher has asked you to help choose the destination. Choose a city and give a presentation explaining why you think it's the best for your study holiday.

- Statue of Liberty
- Empire State Building
- Broadway
- Museum of Modern Art



a New York, USA

- Opera House
- Harbour Bridge
- Sydney Harbour
- Bondi Beach – surfing



b Sydney, Australia

- Buckingham Palace
- Tate Modern
- Oxford Street
- Saint Paul's Cathedral



c London, United Kingdom

School facilities	language lab	1 to 1 teaching	film equipment	swimming pool
Sydney, Australia	X	✓	X	✓
London, UK	✓	✓	X	X
New York, USA	✓	X	✓	X

Weather	hottest	coldest	wettest
Sydney, Australia	Jan	July	March
London, UK	July	Jan	Oct
New York, USA	July	Jan	May

Accommodation	family	hostel	hotel
Sydney, Australia	Y	Y	N
London, UK	Y	Y	N
New York, USA	N	N	Y



Return flight	
Sydney, Australia	£800
London, UK	£150
New York, USA	£500

**STEP 2: PREPARE**






Study the information on the locations and the slides from a student's presentation and answer the questions.

- 1 What reasons does the student give for their choice?
- 2 Do you think these are valid reasons for choosing a destination for a study holiday?
- 3 Choose a city from from page 1 and make a list of reasons for visiting it.
- 4 Are there any negative factors associated with visiting this city? Make a list.

**Negatives X X X**

- Weather – British summer 
- No swimming pool at language school 
- Been there before

**Positives ✓ ✓ ✓ ✓ ✓**

- Cheaper flight £ 
- Interesting city 
- Can visit Tate Modern 
- Oxford Street – great shopping 
- Interested in British culture 

**STEP 3: ANALYZE**

Work in pairs. Read the presentation. How has the student developed their points from the slides in Step 2 to the presentation. Think about:

- 1 The opening and conclusion
- 2 Grammar and tenses
- 3 Adjectives
- 4 Linking words

We'd prefer to visit \_\_\_\_\_ this summer for the following reasons.

Firstly, the flight is a lot cheaper and it is the nearest city.

Secondly, this is a spectacular city with impressive art galleries like the Tate Modern. We're all really keen to explore all the culture this city has to offer. Furthermore, in our free time, we can also go shopping on Oxford Street.

On the other hand, the summer here is very unpredictable. Showers and thunder storms are likely. There is no swimming pool at the school here, but this facility is not essential to improving our English.

While it's true that some of the class have been here before, in spite of this, I would recommend this city for our study holiday for the reasons I have mentioned.

**STEP 4: CREATE** Work in pairs. Write a presentation about one of the cities on page 1. Use your list of reasons from Step 1 and positive and negative factors from Step 2. Develop them into a presentation using the criteria in Step 2.

**STEP 5: PRESENT AND DECIDE**

Give your presentation to the class. When you have heard all the presentations, decide which city to visit. Use the key phrases below. Did a particular presentation persuade you?

**KEY PHRASES**

I'd rather ... / I prefer (to) ...

I think ... will be better than ... / more fun

I've chosen ... because ...

The reason for my choice is that ...

I won't go for ... because ... / I'm rejecting ... because ...

I don't think ... be as good / as interesting / as much fun as ...

**STEP 6: SELF-EVALUATION** Copy the statements into your notebook and score yourself from 1–4.

- a I can interpret data from a range of sources.
- b I can give reasons for choosing a study holiday
- c I can present data in a presentation and give my opinion on it
- d I can discuss different presentations and make decision on where to go.

**1** very well

**2** well

**3** needs practice

**4** not very well

# 1

## The British and the weather

### Before you watch

1 **SPEAKING** Work in pairs. Answer the questions.

- 1 Have you ever visited Britain? If so, what was it like? If not, would you like to go?
- 2 Do you know any British people? How would you describe their personalities?
- 3 What do you think foreigners think about people from your country?

### Comprehension check

2 **▶** Watch the DVD clip. Choose the correct answers.

- 1 Which of these is a stereotype about British people?  
a They are polite.  
b They are happy.  
c They are generous.
- 2 What do most British people like talking about?  
a sport    b politics    c the weather
- 3 What percentage of people check the weather forecast every day?  
a 17%    b 57%    c 70%

3 **▶** Watch again. Number the types of weather in the order you first see them (1–4).



A rainy \_\_\_\_



B snowy \_\_\_\_



C sunny \_\_\_\_



D windy \_\_\_\_

4 **▶** Watch again. Complete the sentences with the words below. There are two extra words.

embarrassed   extreme   finish   interesting   mild   phrases   start   words

- 1 British people are \_\_\_\_\_ to talk about certain things.
- 2 Some people talk about the weather because it is an \_\_\_\_\_ subject.
- 3 The weather in Britain is usually \_\_\_\_\_.
- 4 In Britain, \_\_\_\_\_ weather is unusual.
- 5 People often \_\_\_\_\_ conversations by talking about the weather.
- 6 There are hundreds of weather \_\_\_\_\_ in the English language.

### Round-up

5 **SPEAKING** Work in groups. Answer the question.

How do you think people in your country are different to British people?

## Vocabulary

### 6 RECYCLE Match the adjectives below with the sentences that they describe.

confused embarrassed relieved shocked upset

- 1 I don't understand what he just said about the meeting. \_\_\_\_\_
- 2 Oh dear, that's so sad. I think I'm going to cry. \_\_\_\_\_
- 3 You've found my phone and my keys! Phew! I was really worried I'd lost them. \_\_\_\_\_
- 4 I can't believe I forgot the words to the song. Everyone in the audience saw me! \_\_\_\_\_
- 5 Did you see the news? There's a fire at the school! I can't believe it. \_\_\_\_\_

### 7 Complete the text with the words below.

awkward controversial emotion stereotype

#### A different view of the British

Visitors to Britain often say the food is terrible, it rains all the time and the British people never show <sup>1</sup>\_\_\_\_\_. But this is a <sup>2</sup>\_\_\_\_\_ that many foreign people who live in Britain don't agree with. While British people may seem <sup>3</sup>\_\_\_\_\_ or shy at first, once they become friends, they can be warm and friendly. And don't worry, you can talk about more than the weather, as British people enjoy talking about more <sup>4</sup>\_\_\_\_\_ topics like politics and religion with their friends.

## Extension

### 8 Work in groups. Make a presentation that gives advice to foreign people who want to live in your country. Think about the following:

- how to introduce yourself
- how to make friends
- what to do when you go to someone's house
- what is polite and impolite in your country

### 9 Give your presentation. Use the key phrases for giving advice.

#### Giving advice

I think / don't think you should ...  
You need to ...  
You have to ...  
You should ...  
That's my advice.

## DVD clip summary

The DVD clip is about British people and their favourite topic of conversation: the weather.

## Background

Britain has a temperate maritime climate. This means that it is quite mild compared to the rest of Europe, with temperatures rarely dropping below 0 degrees Celsius or getting above 32 degrees. The warmest months are July and August and the coldest months are December and January. In July, the average temperature in London is 20 degrees, and in January, it is 7 degrees. The British climate is also quite wet: on average, it rains on one in every three days.


## Before you watch

### Exercise 1


- Read the questions with the class and elicit answers from individual students. Encourage the students to guess the answers they do not already know and use their suggestions to start a class discussion.
- **Answers:** Students' own answers

## Comprehension check


### Exercise 2

- **Pre-watching:** Go through the questions with the students.
-  Play the whole DVD clip. The students choose the correct answers. Check their answers.
- **Answers:** 1 a 2 c 3 c

### Exercise 3

- **Pre-watching:** Ask the students to look at the pictures and to try and remember the order that they saw the types of weather in the DVD clip.
-  Play the DVD clip to check the answers.
- **Answers:** A 2 B 4 C 1 D 3

### Exercise 4

- **Pre-watching:** Ask the students to try and complete the sentences before they watch the DVD clip again.
- **Weaker classes:** Play the DVD clip first and pause after each answer.
-  Play the DVD clip to check the answers.
- **Answers:** 1 embarrassed 2 interesting 3 mild 4 extreme 5 start 6 phrases

## Round up

### Exercise 5

- Put the students in groups. Give them a few minutes to discuss the question.
- **Answers:** Students' own answers



## Vocabulary

### Exercise 6

- Ask the students to read through the sentences first, then match the adjectives with the sentences.
- **Answers:** 1 confused 2 upset 3 relieved 4 embarrassed 5 shocked

### Exercise 7

- Ask the students to read through the text first, then complete the sentences. With a **weaker class**, you could elicit the meanings of the words first.
- **Answers:** 1 emotion 2 stereotype 3 awkward 4 controversial

## Extension

### Exercises 8 and 9

- **Materials needed:** None
- **Preparation:** Put the students in groups of three. Tell them you are a visitor from England and that you don't know anything about how to behave in their country.
- **Language:** Elicit the word *advice*. Then focus on the key phrases. Decide which phrases to use for actions that are a good idea (*should*), and which for actions that are essential (*have to, need to*).
- **Activity:** Ask the students to nominate two presenters and one note-taker in the group. Give the students 8–10 minutes to talk about the questions and make notes. Then ask them to present their ideas to the class and also to you, the pretend visitor from England.
- **Extension:** After all the groups have presented their advice, ask the students to compare the different ideas. For homework, you could ask them to write a guide for foreign visitors for a blog or web page.

## The British and the weather

There are lots of stereotypes about British people. All over the world, people think that the British are shy and polite. The stereotype is that they're embarrassed to talk about certain things and don't show much emotion at all.

In fact, stereotypically British people are usually quite quiet, except when they talk about one thing – the British weather.

For some reason almost all British people enjoy talking about the weather. A recent survey found that half of all British people mention the weather every six hours! 70% of British people check the weather forecast every day and they are often still shocked when it predicts rain. Even though it rains a lot!

So, why are British people obsessed with the weather? According to the survey, there are a few different reasons for this. Some people said they talked about the weather because it changed all the time. There is always something new and interesting to talk about. However, others disagreed. They talked about the weather because it's usually mild, so it's an easy topic of conversation.

While Britain sometimes has extreme weather this is very unusual, so the weather is a safe and easy conversation topic. Everybody can join in and nobody will get confused or upset. It is a perfect conversation starter for socially awkward Britons, and many people are often relieved when they can chat about the weather rather than more controversial topics, like politics.

And this weather talk is nothing new. There are hundreds of weather phrases and idioms in the English language, and some of these are very old. So British people often mention the weather – even when they aren't talking about it!