

## 9A

## Holiday South Africa

Student's Book p72–p73

Vocabulary holiday activities  
 Grammar infinitive of purpose

**QUICK REVIEW** This activity reviews adjectives and adverbs. Students write a list of six adjectives then work in pairs and take turns to say an adjective from their list. Their partner says the corresponding adverb and a sentence using the adverb correctly. If students need a reminder of how to form adverbs, tell them to turn to **VOCABULARY 8.5** ▶ SB p145. Ask students to say some of their sentences to the class.

## Vocabulary and Speaking

## Holiday activities

**1 a** Focus students on the verbs in the box. Students work in pairs to fill in the gaps, then check new words/phrases in **VOCABULARY 9.1** ▶ SB p147. Check answers with the class.

Check students understand *go sightseeing* (visit the famous buildings in a town or city) and *travel around* (travel to places in the holiday location). Highlight that we can say *hire* or *rent a car/bike/boat*.

Point out the different phrases that follow *go*: *go sightseeing/diving*, etc., *go to the beach*, *go on a boat trip*. Highlight that the American English phrase for *go on holiday* is *go on vacation*.

Model and drill the words. Pay particular attention to the pronunciation of *sightseeing* /'saɪtsi:ɪŋ/, *skiing* /'ski:ɪŋ/, *museums* /mju:'zi:əmz/ and *around* /ə'raʊnd/.

Note that only the main stress in words/phrases is shown in vocabulary sections and the Language Summaries.

2 stay in a hotel/with friends or family 3 hire a car/ a bike/a boat 4 go sightseeing/diving/skiing/ camping 5 go to museums/the beach 6 go on holiday/a boat trip/a guided tour 7 travel by public transport/around

## EXTRA IDEA

- Draw a three-column table on the board with these headings: 1 *go + verb+ing* 2 *go to* 3 *go on*. Students work in pairs and write down all the phrases they know that can go in each column (1 *go dancing*, 2 *go to the cinema*, 3 *go on a coach trip*, etc.). Check answers and new vocabulary with the class.

**b** Students do the activity in pairs. You can also ask them to discuss things they never do on holiday. Ask students to share interesting ideas with the class.

**2 a** Focus students on the example. Students then do the activity on their own. They can check their answers in pairs. Check answers with the class. Model and drill the sentences, focusing on sentence stress.

2 Where did you go? 3 Did you have a good time? 4 Who did you go with? 5 What did you do there? 6 Where did you stay? 7 How did you travel around? 8 What else did you do?

**b** Students do the activity in pairs. Encourage students to use natural short answers (*In May.*, *To Mexico.*, *My husband.*, etc.) and to ask follow-up questions if possible.

While students are working, monitor and correct any mistakes you hear.

Ask a few students to tell the class about their partner's last holiday.

## Listening and Speaking

**3 a** Focus students on the photos of Cape Town and ask them what they know about Cape Town. Students share their ideas with the class.

**b** Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the listening that follows. The vocabulary is not in the Language Summaries in the Student's Book.

Model and drill the words. Highlight the pronunciation of *tourist* /'tʊərɪst/, *cable* /'keɪbəl/, *wildlife* /'waɪldlaɪf/ and *whale* /weɪl/. Point out the silent *h* in *whale*.

**c** Tell students they are going to listen to Jessica asking her friend Andy about his last holiday and focus students on photos A–D.

**CD3** ▶ 1 Play the recording (SB p162). Students listen and put photos A–D in order. Check answers with the class.

1B 2A 3D 4C

**d** Play the recording again. Students listen and do the exercise on their own, then check answers in pairs. Check answers with the class.

1F 2T 3F 4F 5F 6T

## EXTRA IDEA

- Put students into pairs to correct the false sentences from **3d**. When they have finished, students swap papers with another pair and check answers.

1 Andy went to Cape Town for two weeks.  
 3 They went up Table Mountain by cable car.  
 4 They stayed with Nigel's brother/Andy's friend's brother.  
 5 They travelled by public transport for the first week./They rented a car for the second week.

## HELP WITH LISTENING

Weak forms: review

This *Help with Listening* section gives students more practice in weak forms.

- 4 a** Focus students on the explanation of weak forms. Remind students of the schwa sound /ə/. Students do the exercise in pairs.
- b** **CD3** ▶ **2** Play the recording. Students listen and check their answers.

1 to; for 2 a; from 3 And 4 of 5 was

- c** **CD3** ▶ **1** Students turn to Audio Script **CD3** ▶ **1**, SB p162. Play the recording again. Students listen, read and notice the weak forms with a schwa sound in the words in pink.

## HELP WITH GRAMMAR

Infinitive of purpose

- 5 a–b** Students do the exercise on their own or in pairs. Check answers with the class.

- **a** Sentences 1 and 2 have the same meaning.
- **b** To say why we do something, we often use the **infinitive with to**.
- Highlight the **TIP** and point out that we often answer *Why ... ?* questions with the infinitive with *to*: **A** *Why did you go there?* **B** *To see some elephants.*
- Highlight that we can sometimes use *for + noun* to say why we did something: *We went to Table Mountain for a picnic.*

- 6** **CD3** ▶ **3 PRONUNCIATION** Play the recording (SB p162). Students listen and repeat the phrases. This is a 'chain drill' which helps students build up correct stress patterns in longer sentences.

- 7 a** Focus students on sentences 1–7. Check students know where Nevada and Agra are (in the USA and India). Focus students on the example. Students do the exercise on their own. While they are working, monitor and help with any problems. Students check answers in pairs, then check answers with the class.

2 Tourists go to Hawaii to go diving. 3 Tourists go to Dubai to stay in amazing hotels. 4 Tourists go to Agra to see the Taj Mahal. 5 Tourists go to Switzerland to go skiing. 6 Tourists go to Kenya to take photos of animals. 7 Tourists go to London to learn English.

### EXTRA IDEAS

- If you have a weaker class, focus students on the verbs in the box and elicit the collocations in **1a** (*go diving, stay in a hotel, go skiing*) and the collocations *take photos, learn English/a language*. Point out that you usually *see* a place or a building when you visit it, for example *see the Grand Canyon*.

- Ask if any students have been to the places in **7a**. Ask them to say why they went there and what they did there.

- b** Put students into pairs. Focus students on the speech bubbles and remind students that they can answer a *Why ... ?* question with the infinitive with *to*. Drill these examples with the class. Students ask and answer about the places in **7a**. While they are working, monitor and correct any mistakes you hear.

- 8 a** Focus students on the sentence beginnings. Check students understand the time phrases *last weekend, last night, yesterday*. Students complete the sentences with the infinitive with *to* and their own ideas. Tell students to write true sentences if possible.

- b** Students work in pairs and take turns to say their sentences. Encourage students to ask follow-up questions if possible. Ask students to share interesting information with the class.

## Get ready ... Get it right!

- 9** Students write four places they have been to in the last four weeks. Tell them to think of why they went to each place.

- 10 a** Put students into pairs. Focus students on the speech bubbles and drill the example conversation with the class. Point out the follow-up question. Students ask and answer questions in pairs about the places on their list. While they are working, check their questions for accuracy and correct any mistakes you hear.

- b** Ask students to tell the class about one place their partner went to. Focus students on the speech bubble and remind them to change the possessive adjective as necessary. Finally, ask students which person they think went to the most interesting place.

### WRITING

Students write about a place they have been to on holiday. Students use the questions they wrote in **2a** to provide a framework for their text. Encourage students to use the infinitive of purpose to say why they went to the place and why they did some of the things that they did.

### FURTHER PRACTICE

- Ph** **Class Activity** 9A Language schools p180 (Instructions p146)  
**Extra Practice** 9A SB p123  
**Self-study DVD-ROM** Lesson 9A  
**Workbook** Lesson 9A p45

## 9B

## A trip to Egypt

Student's Book p74–p75

Vocabulary natural places  
 Grammar comparatives

**QUICK REVIEW** This activity reviews adjectives to describe places. Students work in pairs and write six adjectives. If they're finding this difficult, tell them to look at **VOCABULARY 5.5** SB p138. Students take turns to say sentences using the adjectives on their list. Ask students to share interesting sentences with the class.

### Vocabulary and Speaking

#### Natural places

**1 a** Students work on their own and tick the words they know, then do the exercise in **VOCABULARY 9.2** SB p147.

Check students understand the difference between *a country* (the UK, Spain, etc.) and *the countryside* (undeveloped land or farmland not in towns and cities). Point out that we can also say *the country*. Model and drill the words. Pay particular attention to the pronunciation of *mountain* /'maʊntɪn/, *island* /'aɪlənd/ and *desert* /'dezət/. Highlight the silent *s* in *island*.

**VOCABULARY 9.2** 2e 3g 4b 5j 6f 7c 8i 9a 10d

**b** Students work on their own and think of three famous natural places in their country.

**c** Focus on the example and point out the use of *There's/There are* to talk about the place.

Put students into groups. Students tell the group about the famous natural places they chose.

Ask students to share information about their places with the class.

### Reading

**2 a** Pre-teach the vocabulary. Ask students where they can find the Pyramids (Egypt).

Model and drill the words. Highlight the pronunciation of *pyramids* /'pɪrəˌmɪdz/, *mosque* /mɒsk/ and *snorkelling* /'snɔːkəlɪŋ/.

**b** Focus students on the photos and the holiday brochure. Ask students to share what they know about Cairo and Sharm El Sheikh with the class. Point out the use of stars to show the quality of the hotel (Shokran Hotel has three stars and Sels Hotel has four stars).

Students read about the places and choose one for a holiday. Set a time limit of three minutes to encourage the students to read for gist.

Put students into pairs to tell each other why they chose the place.

Ask pairs to tell the class which place their partner chose and why.

**c** Students read the brochure again and find three things you can do in each place.

**✍** Write the headings *Cairo* and *Sharm El Sheikh* on the board. Ask students to say what you can do in each place. Write the activities under the appropriate heading.

**Cairo:** see the Pyramids; visit the Egyptian Museum; go on a guided tour of old Cairo; see the beautiful mosques and old buildings; go shopping in the Khan al-Khalili market; enjoy traditional Egyptian food; go on a boat trip; have dinner on the River Nile  
**Sharm El Sheikh:** go diving; go snorkelling; rent a motorbike and go into the desert; go on a camel ride; enjoy fresh seafood; go clubbing

#### EXTRA IDEA

- Ask students to choose three or four new words or phrases in the information about the places that they would like to know the meaning of. Students look the words up in their dictionaries. Put students into groups. Students take turns to teach their partners their new words. It's a good idea to ask students to do this for any reading text as it helps them expand their vocabulary skills.

**3** Focus students on sentences a–e. Explain that one of the sentences is false.

Students read the brochure again to find out which sentence is false.

Check answers with the class.

sentence e (the holiday in Sharm El Sheikh is more expensive)

#### EXTRA IDEA

- ✍** Students close their books. Write the information about the accommodation on the board: *Shokran Hotel* \*\*\*, 126 rooms, €1,490/week, 30°C / *Sels Hotel* \*\*\*\*, 39 rooms, €1,670/week, 26°C. Put students into pairs and ask them to compare the two places.

#### HELP WITH GRAMMAR Comparatives

- 4 a–c** Check students remember *syllable* by asking how many syllables some of the words in **1a** have got. Also check they remember which letters are vowels and which are consonants. Teach the verb *double*.
- Students do the exercises on their own or in pairs, then check in **GRAMMAR 9.2** SB p148.
- Check answers with the class.

- Use the table in **GRAMMAR 9.2** SB p148 to check students' answers to the spelling rules.
- When we compare two things in the same sentence we use *than* after the comparative (*Cairo is hotter than Sharm El Sheikh.*).
- Point out that the opposite of *more* is *less* (*The holiday in Cairo is less expensive.*) and that we can also use *more* with nouns (*There are more rooms in the Shokran Hotel.*).

- 5** Students work on their own and write the comparatives, referring to the rules in **4a** if necessary. Students check answers in pairs. Check answers with the class.

2 cleaner 3 more boring 4 bigger 5 dirtier  
 6 better 7 more dangerous 8 faster 9 worse  
 10 easier 11 more difficult 12 luckier

## Listening and Speaking

- 6 a** Tell students that Patrick and Juliet are planning a holiday in Egypt and are deciding which place to go to, Cairo or Sharm El Sheikh.

**CD3** ▶ **4** Play the recording (SB p162). Students listen and decide which place each person wants to go to and one reason why they want to go there. Check answers with the class.

Patrick wants to go to Cairo and Juliet wants to go to Sharm El Sheikh. See Audio Script **CD3** ▶ **4**, SB p162 for their reasons.

**b** Students do the exercise on their own, referring to the rules in **4a** if necessary. Remind students to use *than* where necessary. Students can check answers in pairs.

Check answers with the class.

2 more interesting 3 nicer than 4 busier than  
 5 cheaper 6 better than 7 safer 8 more popular

**c** Students do the exercise in pairs.

**d** Play the recording again. Students listen and check their answers. Check answers with the class.

1 Juliet 2 Patrick  
 3 Juliet 4 Juliet  
 5 Patrick 6 Patrick  
 7 Juliet 8 Juliet

### EXTRA IDEA

- Ask students to turn to Audio Script **CD3** ▶ **4**, SB p162. Play the recording and ask students to underline all the comparatives as they listen.

- 7** Focus students on the sentence stress in the example. Establish that *than* is not stressed after a comparative and is pronounced in its weak form /ðən/. Point out the schwa /ə/.

**CD3** ▶ **5 PRONUNCIATION** Play the recording. Students listen and repeat the sentences. Check students copy the sentence stress correctly and don't stress *than*.

- 8** Elicit from students where they think Patrick and Juliet went on holiday and why.

**CD3** ▶ **6** Play the recording (SB p162). Students listen and check if they were right. Check the answer with the class (Sharm El Sheikh).

## Get ready ... Get it right!

- 9** Students work on their own and write five sentences comparing two friends or two family members. Encourage them to use the words/phrases in the box or their own ideas. Focus on the examples and remind students to use the comparative form of the adjectives and *than*. While they are working, check students' sentences for accuracy and help with any problems.

- 10 a** Focus students on the speech bubble and drill the example. Point out that the example gives extra information about the person and encourage students to give more information about the people they chose in **9** if possible. Help students with new vocabulary if necessary. Put students into pairs. Students tell their partner about the people they chose.

**b** Finally, students tell the class two things about the people their partner chose. Encourage students to use complete sentences and give as much information as possible.

### WRITING

Students choose two places they have been on holiday and write a comparison of the two places. They can use the place they wrote about in the Writing activity in lesson 9A, and one other place. Encourage students to use Audio Script **CD3** ▶ **4** (SB p162) as a model.

### FURTHER PRACTICE

**Ph** **Class Activity** 9B Comparative pelmanism p182 (Instructions p147)

**Extra Practice** 9B SB p123

**Self-study DVD-ROM** Lesson 9B

**Workbook** Lesson 9B p46

# 9C REAL WORLD

## A day out

Student's Book p76–p77

Real World deciding what to do  
 Vocabulary animals

**QUICK REVIEW** This activity reviews vocabulary for natural places. Students work on their own and write a list of all the words for natural places they know. Students compare lists in pairs. Students tell their partner about the last time they went to two of the places on their list. Ask students to share interesting information with the class.

### Two places to go

- 1 a** Students work in pairs and say which animals they know, then do the exercise in **VOCABULARY 9.3** SB p147. Check answers with the class.  
 Point out the plural of *sheep* (*sheep*), *wolf* (*wolves*) and *mouse* (*mice*).  
 Model and drill the words and phrases. Pay particular attention to the pronunciation of *bird* /bɜːd/, *gorilla* /gəˈrɪlə/ and the plural *wolves* /wʊlvz/.

**VOCABULARY 9.3** ▶ 1i 2k 3j 4f 5g 6h 7a  
 8e 9b 10l 11d 12c

**b** Students do the exercise on their own. Make sure they understand that some animals can go in more than one group.

✍ While students are working, write the following headings on the board:  
*wild animals*  
*farm animals*  
*pets*.

**c** Students work in pairs and compare their answers. Check answers with the class. ✍ Write them under the headings on the board. Ask students to say which words go under each heading, and discuss which animals can go in more than one group with the class.

#### Possible answers

**wild animals:** lion; tiger; monkey; wolf; snake; bird; gorilla

**farm animals:** chicken; cow; sheep

**pets:** rabbit; mouse; snake; bird

**d** Students work in the same pairs and add other animals that they know to the groups.

✍ Check answers with the class and add the animals to the groups from **1c** on the board.

- 2 a** Pre-teach *a day out* (a day away from home to have fun).  
 Focus students on the photos and the articles. Establish that these are two places that people in England often go to for a day out.  
 Use the photos to pre-teach *safari park* and *zoo*. Students read the articles. Elicit which place students find more interesting and why.

**b** Give students time to read the questions about Longleat and Regent's Park.  
 Students read the articles again and answer the questions. This gives students practice in scanning a text for specific information. Set a time limit of three or four minutes.

#### EXTRA IDEA

- Do **2b** as a jigsaw reading. Divide the class into two groups, group A and group B. Students in group A read about Longleat and answer questions 1–4 and students in group B read about Regent's Park and answer questions 5–8. Put one student from group A with a student from group B. Students work in pairs and swap information.

**c** Students compare answers in pairs. Check answers with the class.

1 By car. 2 Monkeys, wolves, lions and tigers.  
 3 Yes, you can. 4 On an island in the middle of the lake. 5 In 1828. 6 No, it isn't. 7 Six.  
 8 The Boathouse Café.

### What would you like to do?

- 3 a** Set the context by telling students that the Wilson family are trying to decide where to go for a day out. Focus students on the places a–f.

**VIDEO** ▶ **9 CD3** ▶ **7** Play the video or audio recording (SB p162). Students watch or listen and put places a–f in order. They should also watch or listen for which place the family decides to go to.  
 Check answers with the class.

a4 b2 c3 e5 f6

They decide to go to Longleat.

**b** Give students time to read sentences 1–7, then play the video or audio recording again. Students decide if the sentences are true or false.

Students check answers in pairs. Check answers with the class.

1T 2T 3T  
 4F 5F  
 6T 7F

#### EXTRA IDEA

- Write out the true sentences from **3b** as gapped sentences: 1 *The Wilson family went to ... last weekend.* 2 *Josh's parents want to go to ...* 3 *Josh's sister works ... every weekend.* 6 *Josh went to ... last year.* Students complete the sentences. Play the video or audio recording again for students to check their answers.

### REAL WORLD Deciding what to do

- 4 a–b** Focus students on the table in **4a** and point out that *would like* is more polite than *want*. Pre-teach the phrase *something else* and point out that we say *I want to do something else*, not ~~*I want to do another thing*~~. Highlight that we use *I'd rather* to say *I want to do this more than something else*. Students do the exercises on their own or in pairs. Check answers with the class.

- After *would rather* we use the infinitive (*go, do, etc.*).
- After *would like* and *want* we use the infinitive with *to* (*to go, to do, etc.*).
- Use the example in the table to remind students of the word order in questions with *would like*: question word + *would* + subject + *like* + infinitive with *to*.
- Note that throughout **face2face** we refer to *go, do, etc.* as the infinitive and *to go, to do, etc.* as the infinitive with *to*.

- 5** Focus students on the examples. Remind students of the pronunciation of *would you* /wʊdʒə/ and *I'd* /aɪd/. Also highlight the sentence stress in the examples.

**CD3** ▶ **8 PRONUNCIATION** Play the recording. Students listen and repeat the sentences. Encourage students to copy the stress, and the pronunciation of *would you* and *I'd*.

- 6 a** Tell students to imagine that they have a day off and want to do something together. Focus students on question 1 and the speech bubbles. Drill the conversation with the class. Put students into pairs, student A and student B. Point out that student A speaks first in question 1 and student B speaks first in question 2. Students work in their pairs and take turns to suggest plans for their day off. Their partners respond as shown. While they are working, monitor and correct any mistakes you hear.

**b** Students work in the same pairs and take turns to make three more suggestions of their own. Students can respond in any way they wish. Students role-play the conversations for the class.

- 7 a** Ask students to choose a place near where they are now for a day out. Students think of three reasons why they want to go there.

**b** Students work in groups of three. If you have extra students, have one or two groups of four. Focus students on the phrases in the box. Tell students that they should decide on these things during their conversation. Use the speech bubbles to remind students how we ask people what they want to do and how we say what we want to do. Students work in their groups and plan a day out together. While students are working, monitor and help with any problems.

**c** Each group tells the class about their day out. Encourage students to use *We'd like to ...* when reporting what they have decided. Finally, find out if any students want to go to the same place and which is the most popular place.

#### WRITING

Students research and write about another place in the UK they would like to visit. Encourage them to use the texts on Longleat and Regent's Park as a model. At the end of their text they say why they'd like to visit this place.

#### FURTHER PRACTICE

**Ph Vocabulary Plus** 9 Mammals, birds and insects p209 (Instructions p199)

**Ph Study Skills** 4 Recording vocabulary p236 (Instructions p231)

**Ph Extra Reading** 9 A zoo with a difference p226 (Instructions p216)

**Extra Practice** 9C SB p123

**Self-study DVD-ROM** Lesson 9C

**Workbook** Lesson 9C p48

## VOCABULARY AND SKILLS

### Time for a change

Student's Book p78–p79

**Vocabulary** verb patterns (*like doing, would like to do, etc.*)

**Skills** reading: a magazine article

**QUICK REVIEW** This activity reviews comparatives. Students write a list of eight adjectives on their own. Students compare their lists in pairs then take turns to say an adjective from their list. Their partner says a sentence using the correct comparative form of the adjective.

- 1** Focus on the title of the article and establish that we say this when we aren't happy with what we have and think that something else would be better. It is short for 'the grass is always greener on the other side of the fence'. Ask students if they have a similar expression in their own language.

Remind students that *in the country* means in the countryside outside cities and towns (not England, Spain, Germany, etc.). Check students understand *move house* (go to live in a new house or flat). Students discuss the questions in groups. Ask students to share interesting answers with the class.

- 2** Students work in the same groups and discuss which sentences they agree with, giving reasons if possible. Ask students to share interesting ideas with the class. Encourage students to give reasons for their answers. Find out how many students would prefer to live in the city or the country.

## EXTRA IDEA

- Before students work in groups, write these expressions for agreeing and disagreeing on the board: *I think (that's true). Me too. I'm not sure. Oh, I don't. I don't think (that's true). Me neither. Oh, I do.* Encourage students to use them when discussing the sentences in **2**.

- 3** **a** Focus students on the photos of Neil Price and his family, and Barry Robson. Students work in pairs and decide which person, Neil or Barry, agrees with the sentences in **2**.
- b** Students read the article and check their answers.

Neil agrees with sentences 1, 3 and 6. Barry agrees with sentences 2, 4 and 5.

- 4** **a** Pre-teach *teenager* and point out that the stress is on the first syllable, not the second. Also pre-teach *the cost of living* (the amount of money we need to live in a place) and point out that we don't say *the cost of life*. Students read the article again and answer questions 1–8.
- b** Students check their answers in pairs. Check answers with the class.

1 A month ago. 2 Because he wants an easier life and he'd like to spend more time with his family. 3 Once a week, on Sundays. 4 No, they don't. 5 Yes, it was. 6 No, he hasn't. 7 No, he probably doesn't, because it's noisy at night. 8 In the country./In a little place in the mountains.

## EXTRA IDEA

- With a strong class, students can write six more sentences comparing life in the city and in the country. Encourage them to think of things like sports, social life, houses, etc. While students are working, monitor and make sure they aren't just repeating the sentences in **2**. Ask students to share their ideas with the class.

## HELP WITH VOCABULARY Verb patterns (*like doing, would like to do, etc.*)

- 5** **a** Focus students on the examples. Elicit that *like* is followed by verb+*ing* and *would like* is followed by the infinitive with *to*. Use these examples to establish that some verbs are often followed by a particular verb form.
- b–c** Students do **5b** on their own by referring back to the article, then check in **VOCABULARY 9.4** SB p148. Check answers with the class.

- *like, enjoy, love, stop* and *hate* are followed by verb+*ing*.
- *would like, decide, want, need* and *would love* are followed by the infinitive with *to*.
- Highlight the difference between *like/love*, which are followed by verb+*ing* and *would like/love*, which are followed by the infinitive with *to*.
- Point out that all these verbs can also be followed by a noun (*You don't need a car.*) or a pronoun (*He hates it.*).
- Tell students that we can also use the infinitive with *to* after *like, love* and *hate* (*Teenagers like to go out.*, etc.), and that this form is common in American English. In British English these verbs are usually followed by verb+*ing*.

- 6** **a** Students do the exercise on their own.
- b** Students check answers in pairs. Check answers with the class.

2 getting up 3 to buy 4 playing 5 to find 6 to go out 7 to leave 8 to go 9 visiting 10 smoking

- 7** **a** Students do the exercise on their own, then check answers in pairs. Check answers with the class.

2 travelling 3 going to 4 to buy 5 watching 6 to be

- b** Focus students on the example and show how this is the question form of sentence 1 in **7a**. Students work on their own and make questions with *you* for the other sentences in **7a**, then add two more questions of their own. Make sure they write one question with *like* and one with *would like*. While students are working, check their questions for accuracy and help with any problems. Check answers with the class. Drill the questions, focusing on the weak forms of *do you* /dʒə/ and *would you* /wʊdʒə/.

2 Do you like travelling by train? 3 Do you like going to the cinema? 4 Would you like to buy a new computer? 5 Do you like watching football on TV? 6 Would you like to be famous?

**c** Students work in pairs and take turns to ask and answer the questions. Encourage students to give reasons and to ask follow-up questions where possible.  
 Finally, ask students to share interesting answers with the class.

**EXTRA IDEA**

• Focus students on questions 1, 4 and 6 from **7b**. Students do a class survey to find out how many people would like to do or be each of these things. Ask students which is the most popular idea.

**WRITING**

Students research information about a famous person or somebody they know well. They should find out about their likes and dislikes then write a short text describing what they like and don't like doing. Encourage students to use the verbs in **7a** and other verbs, for example *enjoy, love, hate*.

**FURTHER PRACTICE**

**Ph** Class Activity 9D Blockbuster p183  
 (Instructions p147)

Extra Practice 9D SB p123

Self-study DVD-ROM Lesson 9D

Workbook Lesson 9D p49

Workbook Reading and Writing Portfolio 9 p80

Progress Test 9 p251

**HELP WITH PRONUNCIATION**

Silent letters

**1 a** Focus students on the words and point out the letters in brackets. Make sure students understand silent letters are letters that we see in a word, but that we don't pronounce.

**CD3** ▶ **9** Play the recording. Students listen and notice the silent letters (shown in brackets in the words).

**b** Play the recording again. Students listen again and repeat the words.

**2 a** Students do the exercise on their own. Encourage students to say the words out loud to help them decide which letters are silent.

**b** Students compare their answers in pairs. Check answers with the class.

2 i(s)land 3 fr(i)end 4 veg(e)tables  
 5 b(u)ilding 6 t(w)o 7 san(d)wich  
 8 (h)our 9 bre(a)d 10 diff(e)rent  
 11 w(h)ite 12 ha(l)f

**c** **CD3** ▶ **10** Play the recording. Students listen and repeat the words. Check they don't pronounce the silent letters.

**3 a** **CD3** ▶ **11** Play the recording (SB p163). Students listen and write the words.

**b** Students compare their spelling in pairs. When they are confident they have spelled all the words correctly, ask them to put brackets round the silent letters.

**c** Students turn to Audio Script **CD3** ▶ **11** SB p163 to check their spelling. Check answers with the class. Finally, ask students to say the words to the class. Check students say the words correctly and praise good pronunciation.

2 mount(a)in 3 We(d)nesday 4 ans(w)er  
 5 (w)rong 6 pos(t)card 7 fr(i)endly 8 bre(a)kfast

**continue2learn**

Focus students on the *continue2learn* section on SB p79.

See p36 for ideas on how to exploit this section.

**Extra Practice 9**

See p36 for ideas on how to exploit this section.

**9A**

1 2 hire 3 go to 4 stay 5 travel 6 go 7 go 8 go on  
 9 hire 10 have 11 go on 12 have  
 2 2 to watch 3 to study 4 to meet 5 to chat  
 6 to buy 7 to tell

**9B**

3 2 a wood 3 an island 4 a forest 5 a mountain  
 6 a hill 7 a lake 8 a river 9 the countryside  
 10 the desert  
 4 2 Stockholm is safer than New York. 3 Mumbai is bigger than Paris. 4 India is cheaper than Australia. 5 Tokyo is more expensive than Bangkok. 6 São Paulo is hotter than Montreal. 7 Beijing is more crowded than Berlin. 8 Spain is smaller than Argentina. 9 Mexico City is busier than Quito. 10 Public transport in London is better than public transport in Los Angeles.

**9C**

5 2 lion 3 snake 4 mouse 5 chicken 6 rabbit 7 cow  
 8 gorilla 9 monkey 10 tiger 11 sheep 12 wolf  
 6 2 to go 3 go 4 do 5 to go 6 go 7 go 8 to drive  
 9 take

**9D**

7 2 to finish 3 watching 4 watching 5 to go  
 6 flying 7 going 8 watching 9 to leave 10 to do

**Progress Portfolio 9**

• See p37 for ideas on how to exploit this section.

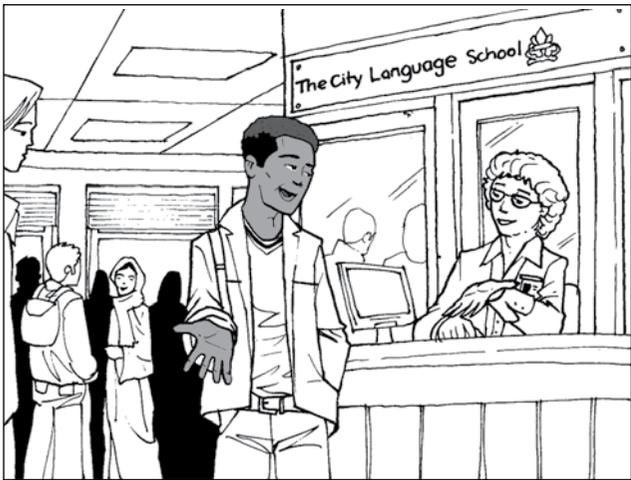
## 9A Language schools holiday activities; *can* and *can't*

### Group A

www.whichlanguageschool.co.uk

**www.whichlanguageschool.co.uk**

**The City Language School**  
 23 Highgrove Road, Liverpool



**The school**

- general English courses 20 hours a week
- morning or afternoon courses
- library open from 8.00 a.m. to 9.00 p.m.
- coffee bar and restaurant
- join the theatre club – start acting in English!
- stay in student accommodation (20 mins from school) or with English families

**The place**

Liverpool is, of course, the home of the Beatles, but there's lots more to this famous old city than John, Paul, George and Ringo!

- visit museums and art galleries (including the Tate Gallery)
- go to a Premier League football match
- see a play at the famous Liverpool Playhouse
- go sightseeing in the city centre
- go clubbing in one of the city's famous nightclubs
- go to the Cavern Club, where the Beatles first played!

### Group B

www.whichlanguageschool.co.uk

**www.whichlanguageschool.co.uk**

**English World Language School**  
 Station Rd, York



**The school**

- general English courses 15 or 25 hours a week
- morning or afternoon courses
- students' library
- study centre with free internet
- coffee shop and games room
- stay with English families and practise English at home!

**The place**

York is a beautiful old city in the north of England, and there are lots of things to see and do there.

- visit the 800-year-old York Minster Cathedral
- go on boat trips along the river
- go cycling or have a picnic in the beautiful Rowntree Park
- hire a bike and travel round the beautiful countryside
- go shopping in The Shambles, the city's famous old shopping area
- eat out in traditional English pubs

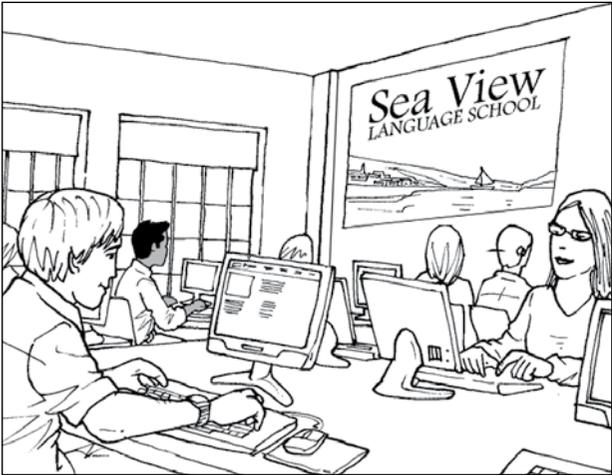
**9A** Language schools holiday activities; *can* and *can't*

Group C

www.whichlanguageschool.co.uk

**www.whichlanguageschool.co.uk**

**Sea View Language School**  
 Coast Road, Plymouth, Devon



**The school**

- general English courses 15 or 20 hours a week
- afternoon or evening courses
- school library (open 9 a.m.–7 p.m. every day)
- self-study centre free to all students
- coffee and sandwich bar
- stay with local English families

**The place**

Plymouth, in the south-west of England, is a great place to come and learn English – and have fun!

- go on boat trips
- go waterskiing and sailing
- go for walks along the coast
- have picnics in the beautiful Dartmoor National Park
- go to the beach and sunbathe
- go for a meal on the seafront

Group D

www.whichlanguageschool.co.uk

**www.whichlanguageschool.co.uk**

**Lakeside Language School**  
 Lake Road, Ambleside



**The school**

- general English courses 10, 20 or 30 hours a week
- morning, afternoon and evening courses
- students' library open from 8.00 a.m. till 9.00 p.m.
- school open on Saturdays
- restaurant and coffee bar
- stay in student accommodation next to the school (flats for four students)

**The place**

Ambleside is a small town in the Lake District in the north-west of England. It's famous for its beautiful lake and mountains.

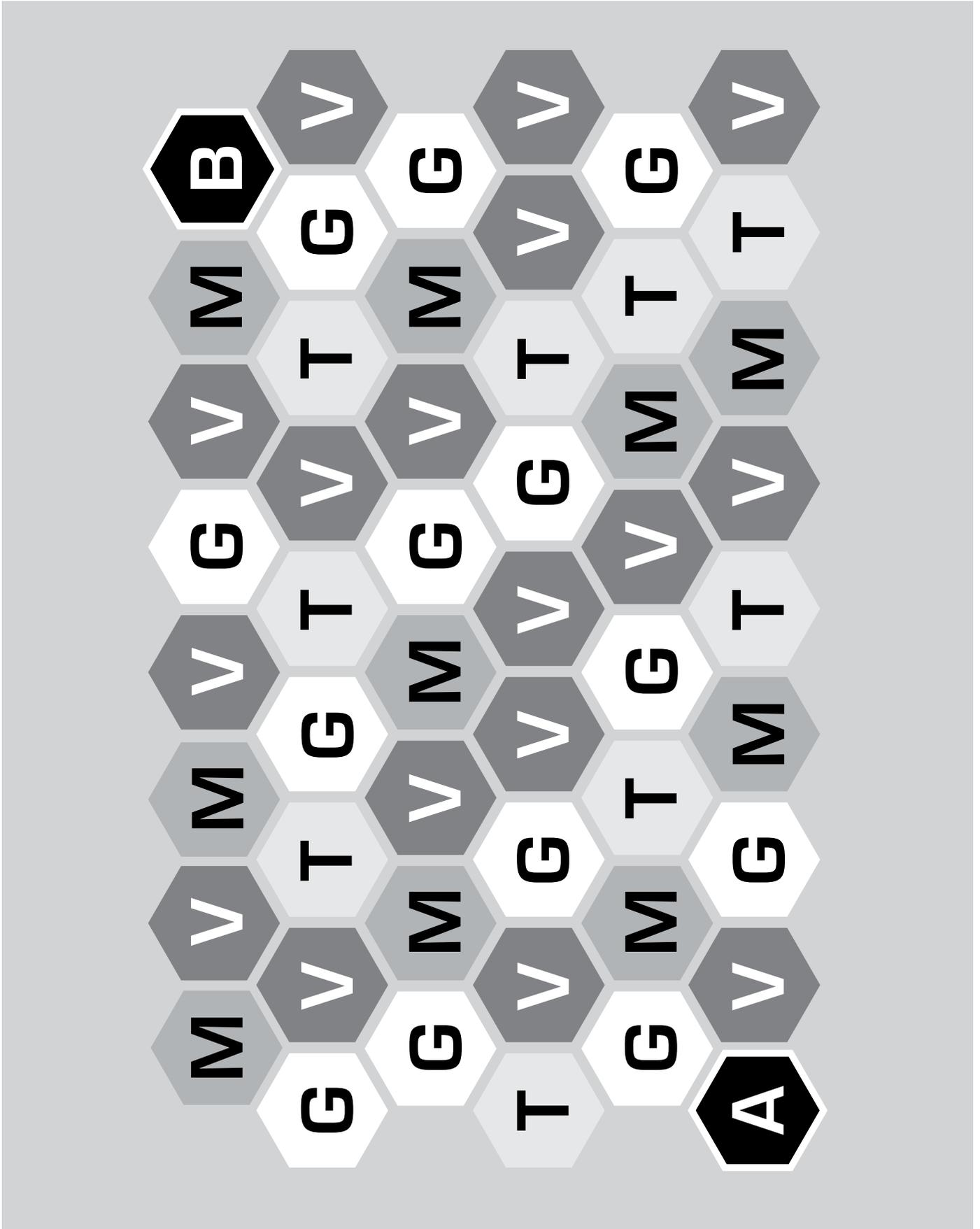
- go sailing on Ambleside Lake
- go walking in the mountains
- rent a bike and go cycling to local villages
- eat out in traditional English pubs
- go shopping in local markets
- camp in the beautiful countryside

**9B** Comparative pelmanism comparatives

 CLASS ACTIVITIES:  
 Photocopiable

the USA	Spain	English	Chinese
dogs	cats	your bedroom	your living room
the Beatles	the Rolling Stones	Madonna	Lady Gaga
London	Sydney	the River Nile	the River Thames
a Ferrari	a Volkswagen Golf	Orlando Bloom	Robert De Niro
your mother	your father	Antarctica	South America
Mount Fuji	Mount Everest	tennis	football
the Pyramids	the Taj Mahal	a CD player	an MP3 player

**9D** Blockbuster Review of lessons 7A–9D



CLASS ACTIVITIES:  
Photocopiable

## 9D Blockbuster Review of lessons 7A–9D

### Team A

#### G Grammar

- 1 Make comparatives of these adjectives: **crowded, noisy, expensive, bad** (*more crowded, noisier, more expensive, worse*)
- 2 Correct this sentence: **John's going to the shops for buying some bread.** (*John's going to the shops to buy some bread.*)
- 3 Spell the verb+ing form of these verbs: **play, sit, make** (*playing, sitting, making*)
- 4 Fill in the gaps with *some* or *any*:  
**a There's \_\_\_ milk. b I haven't got \_\_\_ coffee.**  
(*a some, b any*)
- 5 Correct this sentence: **They don't watch TV now.** (*They aren't watching TV now.*)
- 6 Say the positive and negative short answers:  
**a Is there a café? b Are the children sleeping?** (*a Yes, there is./No, there isn't. b Yes, they are./No, they aren't.*)
- 7 Correct this question: **What do your parents doing at the moment?** (*What are your parents doing at the moment?*)
- 8 Fill in the gaps with *much* or *many*: **a How \_\_\_ cats have you got? b How \_\_\_ food is there?**  
(*a many b much*)
- 9 Correct this sentence: **The UK is more expensive Russia.** (*The UK is more expensive than Russia.*)

#### M Mystery

- 1 Which two animals did Andy and Nigel see when they went to South Africa? (*elephants, whales*)
- 2 Who did Frank sign a contract with in lesson 8A? (*the Tamada brothers*)
- 3 How many pairs of shoes does Catherine from the UK have in lesson 7D? (*three pairs*)
- 4 What two things did Clare buy in the department store in lesson 7C? (*a lamp, a suitcase*)
- 5 Say three things you can do at Regent's Park. (*go to London Zoo, go to the theatre, go to concerts, go on bird walks, have lunch/dinner, hire a boat, etc.*)

#### V Vocabulary

- 1 Do we use *to do* or *doing* after these verbs? **enjoy, want, decide** (*enjoy doing, want to do, decide to do*)
- 2 Say eight shops in 20 seconds. (*chemist's, butcher's, bakers, post office, newsagent's, bookshop, department store, bank, kiosk, clothes shop, shoe shop, etc.*)
- 3 Say the verbs that mean the same as these phrases: **go by plane, go by car, go by bike** (*fly, drive, cycle*)
- 4 Say eight types of transport in 20 seconds. (*car, plane, train, taxi, bus, tram, bike, scooter, boat, motorbike, coach, ferry, etc.*)
- 5 Say the adverbs for these adjectives: **beautiful, hard, fluent** (*beautifully, hard, fluently*)
- 6 Which preposition: *to, on* or none (–)?  
**a go \_\_\_ holiday b go \_\_\_ the beach c go \_\_\_ camping** (*a on b to c –*)
- 7 Say eight animals in 20 seconds. (*lion, chicken, tiger, cow, monkey, sheep, wolf, rabbit, mouse, bird, etc.*)
- 8 Which of these nouns are always plural? **jeans, shoes, socks, shorts, trousers** (*jeans, shorts, trousers*)
- 9 How do you spell these words? **theatre, tissues, chocolate**

#### T Talk about

- 1 Talk about things you usually do on holiday for 20 seconds.
- 2 Talk about places near your home for 20 seconds.
- 3 Talk about clothes you like wearing for 20 seconds.
- 4 Talk about your house or flat for 20 seconds.
- 5 Talk about how you travel to work or school and other places for 20 seconds.

## 9D Blockbuster Review of lessons 7A–9D

### Team B

#### G Grammar

- 1 What are the questions with *do* for these answers? **a She's a doctor.** **b She's talking on the phone.** (*a What does she do? b What's she doing (now/at the moment)?*)
- 2 Spell the verb+ing forms of these verbs: **write, study, stop** (*writing, studying, stopping*)
- 3 Which of these words/phrases do we use with the Present Continuous? **at the moment, usually, every week, today** (*at the moment, today*)
- 4 Make the comparatives of these adjectives: **happy, small, interesting, good** (*happier, smaller, more interesting, better*)
- 5 Fill in the gaps with *some* or *any*: **a Are there \_\_\_ hotels?** **b I've got \_\_\_ oranges.** (*a any b some*)
- 6 Say the positive and negative short answers: **a Is your sister working now?** **b Are there any hotels?** (*a Yes, she is./No, she isn't. b Yes, there are./No, there aren't.*)
- 7 Correct this sentence: **I went to London for to study English.** (*I went to London to study English.*)
- 8 Fill in the gaps with *much* or *many*: **a How \_\_\_ people are there in your family?** **b How \_\_\_ furniture have you got?** (*a many b much*)
- 9 Correct this question: **What your friends are doing now?** (*What are your friends doing now?*)

#### M Mystery

- 1 What two things did Paul buy in the bookshop in lesson 7C? (*a guide book, a map*)
- 2 Where did Andy and his friend Nigel stay when they went to Cape Town? (*with Nigel's brother*)
- 3 How much is the rent on John and Becky's flat in Park Road in lesson 7B? (*£800 a month*)
- 4 Say three things that were on Emily's 'to do' list in lesson 8C. (*phone Chris Morris, check contract, call Alan Wick, check date of conference, call theatre, phone Clare*)
- 5 Where did Patrick and Juliet go on holiday? Did Patrick or Juliet want to go there? (*They went to Sharm (El Sheikh). Juliet wanted to go there.*)

#### V Vocabulary

- 1 Say the adverbs for these adjectives: **easy, bad, fast** (*easily, badly, fast*)
- 2 Which preposition: *to, on* or none (–)?  
**a go \_\_\_ museums b go \_\_\_ diving**  
**c go \_\_\_ a boat trip** (*a to b – c on*)
- 3 Say ten things that men and women wear in 20 seconds. (*trousers, shorts, jeans, shoes, jumper, trainers, jacket, hat, boots, shirt, socks, cap, T-shirt, etc.*)
- 4 Say five things you often have in a kitchen. (*cooker, sink, fridge, washing machine, cupboards, table, chairs, etc.*)
- 5 Say eight natural places in 20 seconds. (*mountain, hill, forest, wood, island, lake, river, sea, desert, countryside, etc.*)
- 6 Do we use *to do* or *doing* after these verbs?  
**would like, need, stop** (*would like to do, need to do, stop doing*)
- 7 Say eight places in a town in 20 seconds. (*square, market, station, park, museum, theatre, cinema, hotel, café, shop, bar, pub, etc.*)
- 8 In an office, say one thing you can: **sign, answer, take** (*sign a contract/letter; answer an email/a letter/a phone; take notes/a message*)
- 9 How do you spell these colours? **purple, white, orange**

#### T Talk about

- 1 Talk about your last holiday for 20 seconds.
- 2 Talk about places in the centre of your town or city for 20 seconds.
- 3 Talk about how you usually travel to different places for 20 seconds.
- 4 Talk about a place you'd like to go to for the weekend for 20 seconds.
- 5 Talk about your favourite shops for 20 seconds.

## 9 A zoo with a difference

1 Do you like visiting zoos? When was the last time you went to a zoo? Do you think that zoos are good or bad for animals? Why?

2 a Before you read, check these words/phrases with your teacher or in a dictionary.

a cage feed a zookeeper attack a gun hungry in captivity in the wild

b Read the article. How is Luján Zoo different from other zoos?

# Luján Zoo



Luján Zoo, about 80 km from Buenos Aires in Argentina, is very popular with tourists. This is because you can get closer to the animals than in any other zoo. In fact, it's the only zoo in the world where you can go into the cages and ride a lion, play with a tiger or feed a bear. There are zookeepers to check that the animals don't attack the tourists, but they don't have guns. They say that the animals always eat before they meet visitors, and people can't go into the cages if the animals are hungry or in a bad mood.

Most visitors love the zoo and feel very safe with the animals, but not everyone thinks that this is a good

idea. Some animal experts think that the zoo is too dangerous and it isn't good for the animals. They say that lions and tigers are wild animals and that visitors shouldn't play with them like a dog or ride on them like a horse.

The zoo's director, Jorge Semino, disagrees. He believes that the animals in Luján have a better life than animals in many other zoos. All the animals in the zoo were born in captivity or were pets, and can't go back to living in the wild. The zoo gives these animals food and a home, and helps them when they are ill. The zookeepers say they love the animals and they really understand them.

So why do the zookeepers think it's safe for visitors to feed tigers or ride on the back of a lion? It's because the people at the zoo work with the animals from the day they are born and feed them by hand as they grow up. The animals become friendlier and less aggressive because they are with people all the time. And maybe they're right – the zoo opened in 1994 and so far nobody has been hurt by the animals.

Other zoos might be safer, but many people think Luján Zoo is more interesting, and that you can learn more about animals here than in other zoos.

3 Read the article again. Are these sentences true (T) or false (F)?

- 1 At Luján Zoo, you can go into the cages and ride a lion. T
- 2 The zookeepers always have guns with them.
- 3 Tourists usually meet the animals when they are hungry.
- 4 Some animal experts think the zoo is a terrible place.
- 5 Jorge Semino thinks the animals in the zoo have a good life.
- 6 All the animals lived in the wild before they came to the zoo.
- 7 The zookeepers feed the animals by hand when they are young.

4 What do you think of Luján Zoo? Would you like to go there? Why?/Why not?

2 b At Luján Zoo you can go into the cages and feed or play with the animals. 3 2F 3F 4T 5T 6F 7T