

2A

Exceptional people

Student's Book p16–p19

Vocabulary intensifying adverbs
 Grammar relative clauses with prepositions

QUICK REVIEW This activity reviews common English sayings. Students do the activity in pairs. They take turns to say the first part of one of the sayings in lesson 1C and ask their partner to complete it and say what it means. Ask students to do four sayings each.

UNIT 2 PREVIEW

Ph For this unit, there is a photocopiable Preview section on p121.

This Preview section helps students prepare for some of the grammar and vocabulary which appear in this unit. It revises language from earlier levels of **face2face**, with controlled grammar and vocabulary practice, and directs students to further information in the Language Summaries in the Student's Book. In the Unit 2 Preview, you can find further exercises on the following.

- Relative clauses
- Gradable and non-gradable adjectives, and adverbs
- Verb+ing and past participles

Reading

- 1 a** Introduce the topic by asking students what a *genius* is and to name one or two (e.g. Einstein). Focus students on the picture of Daniel and the book cover and on the definition of *savant*. Students guess what Daniel's abilities are. Elicit ideas from the class.
- b** Students read for gist and do the exercise on their own before comparing with a partner. Check students know *Pi* (it is the ratio of a circle's circumference to its diameter, equal to 3.14159 ...).
- c** Students do the exercise on their own or in pairs. Point out that there is only one correct answer for each question and that students should find support for each correct answer in the text.

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

d Students discuss the questions in pairs. Check answers with the class.

1 For Daniel, numbers have 'colour, texture and emotional resonance' so he sees the numbers in *Pi* as a sequence of images.

2 As a child, Daniel – and the people around him – didn't understand his condition and being different was painful and confusing. However, with adulthood and following diagnosis, he has perhaps learned to appreciate what his condition allows him to do, as well as learning to cope with his problems and partially overcome them.

3 Students' own ideas.

HELP WITH GRAMMAR

Relative clauses with prepositions

- 2 a–d** Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 2.1** SB p138.

Check answers with the class.

- a** More formal, usually written English: **1a 2a** Less formal, usually spoken English: **1b 2b**
- Point out that one sentence in each pair comes from the article they have just been reading. Also point out that the meaning of the two sentences in each pair is the same; it is the register that is different.
 - b** In more formal, usually written English, *that* changes to *which* after a preposition and the preposition comes before the relative pronoun.
 - Point out that in order to transform informal sentences of this type into more formal sentences, we: change *that* or *who* to *whom* if it refers to a person; change *that* to *which* if it refers to a thing; move the preposition from the end of the sentence to before the relative pronoun.
 - c** **1** *who* changes to *whom* after a preposition; **2** *all of which* refers to *extraordinary mathematical feats*; *none of whom* refers to *children*; **3** *none of whom* is the subject; **4** *all of which* is the object; **5** *some / most / both / one / neither*, etc.
 - Highlight that *whom* is rarely used in spoken English, because it sounds very old-fashioned.
 - Remind students that *whom* should always be the object of the sentence, not the subject.
 - Remind students that, as they still introduce non-defining relative clauses, phrases such as *both of whom*, *all of which*, etc. need to be preceded by a comma.
 - Point out that *both of them*, *all of them* and *none of them* sound much more natural in spoken English than *both of which*, *all of which*, etc.
 - Point out that in non-defining relative clauses, prepositional phrases such as *at which point* and *in which case* can be used to comment on the whole situation in the previous clause: *When Kim was a child, doctors advised putting him in an institution, at which point his parents took him home instead and introduced him to books.*
 - Highlight that other determiners can also be combined with *which/whom*, for example, *each*, *part*, *some*, *very little/few*, *a number*. Superlatives can also be combined with *which/whom*: *There were many great films in 2008, the best of which I think were European.*

- Point out that certain nouns (e.g. *the level/degree/stage*) can be combined with *at/to which*. In addition, the effect and the anniversary can be combined with *of which*: ... *we must celebrate the discovery of DNA, the anniversary of which* ...
- Also point out that in formal writing, we can use *whose* after a preposition in relative clauses: *I was inspired by the poet Dante, from whose work this quotation has been taken.*
- Finally, point out that in relative clauses, we can use *where* instead of *in/at which* to talk about location: *This is the house where/in which she was born.*

- 3 a** Introduce the activity by using the extra idea below or by finding out if students have heard of the film *Rain Man*.

EXTRA IDEA

- Younger students may not have heard of *Rain Man* or may not recognise the name of the film if it was translated into their own language when the film was released. Download and print a copy of the film poster from the internet and ask any students who have seen the film to try and recount the plot.

Explain that *Rain Man* was based on the life of Kim Peek, a 'megasant'. Tell students to read the text about Kim Peek before filling any gaps.

1 (all) of which 2 on whom 3 on which
 4 with whom 5 on which

b Students do the exercise in pairs, referring to the Help with grammar section if necessary. Check answers with the class.

- 2 Kim was looked after by his father, who he totally depended on.
 3 It was Kim's life that the Oscar-winning film, *Rain Man*, was based on.
 4 On some of these occasions, screenwriter Barry Morrow, who Kim had collaborated with, gave him the Oscar statuette to carry.
 5 ... by telling them which day of the week they were born on.

Listening

- 4 a** Introduce the topic by asking students to name their favourite artist and say why they like his/her work.
 Focus students on the photo of Tommy McHugh. Ask students to discuss what they like or dislike about his work. Check answers with the class.
- b** Tell students they are going to listen to a radio programme about Tommy McHugh. Be prepared with definitions, examples, etc. to explain *sculpt* /skʌlpt/, *carve* /ka:v/ and *brain haemorrhage* /'hemərɪdʒ/.

Point out that *carve* is also used in the context of cutting meat, especially larger cuts (e.g., a leg of lamb, a whole chicken or turkey).

CD1 **7** Play the recording (SB p165). Students listen and answer the question. They compare answers in pairs. Check the answer with the class.

Point out that in this context *cooking the tea* refers to cooking the evening meal, not to making a cup of tea. In the UK, the evening meal is sometimes referred to as *tea*, especially among working-class people. In the North of England, *tea* is often preceded by a possessive adjective: *What are you having for your tea?*

As a way of letting out his frustration and anger after suffering a brain haemorrhage.

c Play the recording again. Students listen and answer the questions.

Check answers with the class.

1 50s 2 volcano 3 aftercare 4 artist 5 creativity
 6 write 7 quality 8 adventure

- 5 a** In pairs, students summarise Tommy's story. They can use the sentences in **4c** to help remind them of the facts. In feedback, ask a few students to retell the story by focusing only on the key information.

b Students discuss the questions in pairs or groups. Ask a few students for their opinions at the end.

EXTRA IDEAS

- Write these words and phrases from the recording on the board: *a bit of a rough past, took it out on me, an outlet, unnerved, hit home, nothing to write home about*. Ask students to look at **Audio script 1.7**, SB p165 and guess the meaning of the words and phrases from the context. Ask what helped them guess.
- Ask students to discuss whether they think artistic talent is something that people are born with or whether it can be 'learned'. Ask how they think people like Tommy McHugh fit into their argument.

HELP WITH PRONUNCIATION

Speech units

- 6 a** Focus students on the extract and the pause marks (/ /) which separate the speech units. Explain that we divide our speech into groups of words, then play the recording so students can notice the speech units. Ask students why the speaker divides up his speech in this way, then refer them to the **TIP**.
- b** Play the recording again and stop after each sentence, so students can repeat after the presenter and practise dividing the sentences up in the same way. Point out that while there is not one correct way of dividing speech up, there are logical groups of words (for instance, in line with punctuation marks, adverbial phrases or short clauses). The speech

- groups you choose may also depend on what you want to say and which words you wish to emphasise.
- **c** Ask students to make suggestions for the first sentence and write them on the board. Students then continue alone or in pairs.
- **d** Play the recording so students can compare their ideas with Jan's. Students then practise the extract in pairs.

Vocabulary Intensifying adverbs

- 7 a** Students do the exercise on their own or in pairs and check their answers in **VOCABULARY 2.1** SB p137. Check answers with the class.
 Point out that there are no rules about which adverbs intensify which verbs or adjectives; students will have to learn the adverb-verb/adjective combinations individually.
 Point out that we can also say *I absolutely believe, I was incredibly disappointed, I totally agree.*
 Point out that *quite* can be used in front of non-gradable adjectives or adverbs to mean 'truly' or 'completely': *He's quite remarkable.*
 Point out that when *quite* is used in front of gradable adjectives or adverbs it means 'fairly': *It's quite expensive.*
 Highlight that the stress and intonation are different with the different meanings of *quite*. Drill the sentences which contain *quite*, chorally and individually, highlighting how the stress and intonation change.
 Highlight that we use *a bit/a little/slightly* in front of comparative adjectives or adverbs, not *quite*: *The city is a bit more peaceful than I expected it to be.* not *The city is quite more peaceful...*

2 strongly 3 completely 4 highly
 5 perfectly 6 utterly 7 highly 8 perfectly

- b** Model the activity by writing five true and false sentences about yourself on the board. Ask students to guess which are true. Students do the activity on their own.
c Put students into pairs. Students take turns to tell each other their sentences and to guess which of their partner's sentences are false.

Get ready ... Get it right!

- 8** Students work on their own.
 Give students one minute to write down the name of a person who they think should win an award for being exceptional; it could be a famous person or a friend/family member. Focus students on the example sentences and ask students to write down five reasons that he/she should win the award, using adverbs, relative clauses and prepositions where possible.
- 9 a** Put students into groups.
 Students take turns to tell each other about the person they have chosen for the award. Tell students to vote for the person they think is the most deserving. The majority vote wins.
b Ask each group to tell the class about who they voted for.

EXTRA IDEA

- Ask students to write a profile of the person they have chosen, as if for a newspaper, for homework.

FURTHER PRACTICE

- Ph** Class Activity 2A The great brain game p140 (Instructions p127)
 Extra Practice 2A SB p115
 Self-study DVD-ROM Lesson 2A
 Workbook Lesson 2A p9

2B

Memorable places

Student's Book p20–p22

Vocabulary adjective word order
 Grammar participle clauses

QUICK REVIEW This activity reviews relative clauses with prepositions and intensifying adverbs. Focus students on the example. Students do the first part of the activity on their own. Set a time limit of one minute. Put students into pairs. Students take turns to describe their people and places, using relative clauses with prepositions and intensifying adverbs if possible. Their partner has to guess the person or place that they are describing.

Speaking and Reading

1 Introduce the topic by asking students where they last went on holiday and why they chose that place or type of holiday.

Focus students on the list of criteria for choosing a holiday. Students do the exercise in pairs.

2 a Focus students on the picture of Kerala and tell them to predict what the writer loved about the place. Ask a few students to share their ideas with the class in feedback.

b Ask students what they understand by the title of the article. (*Lose your heart somewhere* means 'fall in love with' somewhere.) Students read the article on their own to check their predictions. They then discuss in pairs why the writer fell in love with Kerala.

Be prepared with definitions, examples, etc. to pre-teach *lush*, *canal*, *lagoon*, *monsoon*, *backwaters*, *canoe* /kə'nu:/ and *hammock*.

Point out that *backwater* can be used in a literal sense – to describe the part of a river where the water doesn't flow – but also in a metaphorical sense to negatively describe a place which is not influenced by new ideas or events happening in other places: *I grew up in a rural backwater*.

It's beautiful and hypnotic; it has lush vegetation, white beaches and vividly green countryside; it's unspoilt; it's less touristy than Goa.

c Students do the exercise on their own or in pairs. Check answers with the class.

1 Because she wanted to avoid the monsoons.
 2 That it was so unspoilt. 3 It will get much more popular, due to having been nominated one of *National Geographic's* '50 must-see destinations of a lifetime'. 4 By canoe along the backwaters.
 5 People catch fish using their teeth. 6 Because of Ayurveda – the natural Indian healthcare which is practised there.

EXTRA IDEA

- Write these words and phrases on the board: *only a matter of time before/until*, *stopover*, *cluster*, *tuck into*, *indulgent*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

d Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

HELP WITH GRAMMAR

Participle clauses

3 a–e Students do the exercises on their own or in pairs and check their answers in **GRAMMAR 2.2** SB p139.

Check answers with the class.

a a 1, 2 b 3, 5 c 4

b When we use participles instead of connecting words, we usually leave out the subject and sometimes the auxiliary. We also change the verb to the present, past or perfect forms of the participle.

- Point out that participle clauses are always separated from the main clause by (a) comma(s).
- Highlight that using participle clauses is quite formal, and that sentences can be made less formal-sounding by replacing the participle clause with a connecting word, as in these examples. The meaning remains the same.

c a result b time c cause d time e condition

- Point out that the subject of the participle clause and the subject of the main clause are usually the same: *Looking out of the window*, *Verity noticed the sun had almost set*.

- Point out that when we use *not* in a participle clause, it usually comes before the participle: *Not wanting to wait any longer*, *he left*. However, it can come after the participle when it refers to another verb in the sentence: *Pretending not to notice him*, *she walked straight past*.

d Past participles are used in *passive* clauses, and present participles are used in *active* clauses.

- Explain that if the action in the main clause is the result of the events in the participle clause, we use a perfect participle not a present participle: *Having lost our credit cards*, *we had to get some money sent to us*.

- Finally, point out that prepositions such as *after*, *by*, *in*, etc. can be used with a present or perfect participle clause in order to make the meaning clearer: *By not eating between meals*, *she managed to reach her target weight*.

- 4 Do the first question with the class. Students do the exercise on their own or in pairs. Check answers with the class.

- 1 Not knowing my way around Kerala, I headed straight for the Tourist Information office.
- 2 The rain was very heavy at that time of year, causing flooding everywhere.
- 3 Visited out of season, Kerala is not full of tourists.
- 4 Driving through the Periyar Wildlife Sanctuary, I was lucky enough to spot wild elephants.
- 5 Having walked in the Wildlife Sanctuary, I took a boat trip on Periyar Lake.
- 6 Having had breakfast, I went swimming in the lake.

- 5 a Give students a few minutes to think of an interesting experience they have had. They then write a short paragraph describing it, using participle clauses. Walk round and help while students are working.

b Students read about each other's experiences in groups. Encourage them to ask questions to find out more. Ask a few students to tell the class about the most interesting experiences in their group.

EXTRA IDEA

- Write on the board: *Even after I had ... , I still couldn't...; Now that I have ... , I feel ...; I didn't want to ... , so I ...; As I ... , I noticed ...*. Students work on their own and write sentences about themselves using the prompts. In pairs, students take turns to say their sentences and rephrase their partner's sentences using participles.

Listening

- 6 a Focus students on the pictures. Introduce the topic by asking how many students have been to either the Galápagos Islands or Ireland. Tell students they are going to listen to two people, Bruce and Melissa, talking about their holidays in the Galápagos Islands and Ireland.

Be prepared with definitions, examples, etc. to pre-teach *forbidding*, *lodge*, *gravel*, *dinghy* /'dɪŋgi/ and *choppy*.

CD1 ▶ 10 and 11 Play the recordings (SB p165). Students listen and answer the questions. They compare answers in pairs. Check answers with the class.

Bruce enjoyed his holiday; Melissa did not.

b **CD1** ▶ 10 Play the recording again. Students listen and answer the questions alone before comparing in pairs. Check answers with the class.

- 1 *They* = the islands
- 2 *It* = the boat trip (although Bruce might be referring to the islands again, but uses a singular noun). *That* = seeing a lot of animals and birds
- 3 *They* = blue-footed boobies
- 4 *them* = all the animals; you can do this because they're so tame.

c Check understanding of all the words and remind students that Melissa didn't enjoy her holiday. Do the first one or two together to demonstrate the exercise. Students then work in pairs to see what they can remember from the recording.

d **CD1** ▶ 11 Play the recording again. Students listen and check their ideas. Check answers with the class.

- 1 a beautiful lodge: expectations
- 2 driving, pounding rain: actual experience (18 hours travelling in the rain)
- 3 a log cabin: actual experience (stark, modern)
- 4 a sandy beach: expectation
- 5 gravel: actual experience (a thin strip of gravel rather than a sandy beach)
- 6 a very small dinghy: actual experience (beach was half an hour away by dinghy)
- 7 choppy seas: actual experience (surrounded by choppy seas)

e Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEA

- Write these words from the recordings on the board: *flappy*, *lush*, *pounding*, *gear*. Ask students to look at **Audio script 10 and 11**, SB p165 and to guess the meaning of the words from the context. Ask what helped them guess.

HELP WITH VOCABULARY

Adjective word order

- 7 a-c Students do the exercises on their own or in pairs and check their answers in **VOCABULARY 2.2** SB p137. Check answers with the class.

- a Check that students understand *breath-taking*, *marble* and *picture-book*.
- 1 *breath-taking* – opinion; *high* – size; *snow-capped* – material
 - 2 *delicious* – opinion; *Thai* – origin; *fish and coconut* – material
 - 3 *extravagant* – opinion; *white* – colour; *marble* – material
 - 4 *picture-book* – opinion; *medieval* – age; *Italian* – origin
- Drill the phrases chorally and individually, highlighting that the main stress in the phrase falls on the first adjective.

- Point out that *breath-taking*, *snow-capped* and *picture-book* are all compound adjectives. They are usually written with a hyphen, and when spoken the first word is stressed.
 - Explain that commas are used to separate two or more adjectives that are of the same type: *a beautiful, delicious peach*. In this example, both adjectives are adjectives of opinion. However, in *an expensive Italian restaurant*, *expensive* and *Italian* are different types of adjective, and a comma is not used to separate them.
 - Students may initially find it difficult to identify adjectives of opinion. They may not immediately grasp that an adjective such as *beautiful* is expressing an opinion rather than a fact. To try and help students to remember this, you may like to teach them the saying *Beauty is in the eye of the beholder*, which means that not all people have the same opinions about what is attractive.
- b** By adding phrases beginning with *and*, *with* or *in* or adding a relative clause.
- Point out that a compound noun cannot be separated by other words: *a leather address book* not *an address leather book*.
 - Remind students that the more they listen to and read English, the easier it will be for them to use adjectives in the correct order without even thinking about it.

EXTRA IDEA

- Write the column headings from **VOCABULARY 2.2** SB p137 on the board. Ask students to write a sentence describing an object in the classroom, containing at least three adjectives. Nominate students to come to the board and write their sentences, using the correct columns of the table.

- 8** Explain the word *Victorian*. Point out that adjectives formed from the names of English and British monarchs are sometimes used as an adjective to describe things from the periods of their reigns. The most common are *Victorian* (for Queen Victoria, 1837–1901), *Elizabethan* (for Queen Elizabeth I, 1558–1603), *Georgian* (for Kings George I, II and III, 1714–1811) and *Edwardian* (for King Edward, 1901–10). *Victorian*, *Georgian* and *Edwardian* are commonly used to describe architecture built in that period: *I live in a three-storey Georgian house in London*.

Students do the exercise on their own or in pairs. Check answers with the class. Drill the phrases chorally and individually.

1 a delightful Victorian cottage with six bedrooms in a quiet area 2 a spacious, modern flat, which is well-decorated and inexpensive 3 a classic round-necked sweater, in blue cotton 4 a funny, well-written contemporary drama, which is original and superbly-acted 5 a scruffy young writer with dark hair and a beard 6 an Italian sports model in metallic grey with a sun-roof

Get ready ... Get it right!

- 9** Students work on their own. Give students two minutes to think of a place they have been to which they either love or hate. Ask students to write down as many adjectives as they can think of to describe it.
- 10 a** Put students into groups and focus them on the example. Students take turns to describe their place to the rest of the group. Encourage students to ask follow-up questions if possible.
- b** Ask each group to nominate one person to tell the rest of the class which place sounded the best or worst and why.

EXTRA IDEA

- Ask students to write a short travel article about their favourite holiday destination for homework. They should follow the same structure as the article on SB p21 with the headings 'Why?', 'What shouldn't I miss?' and 'A perfect day'.

FURTHER PRACTICE

- Ph** Class Activity 2B Survival at sea p141 (Instructions p128)
Ph Help with Listening 2 Taking part in a conversation p193 (Instructions p186)
 Extra Practice 2B SB p115
 Self-study DVD-ROM Lesson 2B
 Workbook Lesson 2B p11

Writing

Student's Book p23

Connecting words: time (1)

Punctuation: apostrophes

Writing task: a website review; describing and recommending places

1 Introduce the topic by drawing students' attention to the photo and asking what they know about Venice. Get feedback as a class.

2 a Focus students on the extract and elicit the genre from the class (travel review). Explain that there are eight mistakes with apostrophes and ask students what we use apostrophes for in English. Elicit ideas from the class. Students do the exercise on their own or in pairs and check answers in **WRITING 2.1** p140.

- 1 Venice is one of Europe's most romantic cities. (possessive)
- 2 it's so beautiful (contraction: *it is*)
- 3 there's nowhere else like it (contraction: *there is*)
- 4 boats (plural)
- 5 its fairytale atmosphere (possessive)
- 6 the stunning buildings (plural)
- 7 the buildings' unique architecture (plural possessive)
- 8 the city's colourful, narrow streets
- Point out that even native English speakers sometimes make mistakes with *its* and *it's*. Remind students that *it's* can only ever mean *it is* or *it has*. In all other cases, *its* is correct. Also point out that *its'* is always incorrect; that form does not exist.
- Point out that when a person's name ends in *s* (e.g. *James*), it is common to just add an apostrophe to the end of the word rather than an *'s* to show the possessive. Both versions are possible (*James' car is red.* / *James's car is red.*). However, when using *'s* as the contracted form of *is*, only *'s* is possible (*James's coming to dinner.* / *James' coming to dinner.*)

b Students do the exercise alone or in pairs.

1 city's 2 canals' boats 3 the Adriatic Sea's tides,
 4 the local industries' requirements 5 Venice's old houses 6 city's

3 a Ask students what the words and phrases in the box have in common (they are all connecting words and phrases used to talk about time). Students do the exercise on their own or in pairs. Check answers with the class.

1 The moment 2 originally 3 ever since
 4 As soon as 5 Afterwards, 6 Meanwhile,
 Point out that using a form used for the future after *as soon as* and *the moment* is a very common error. These two phrases should always be followed by a present or past verb form, never one for the future. Also point out that *then* can often come before or after the subject of the sentence (*Then he realised the mistake ...* / *He then realised the mistake ...*). Finally, highlight that although *as* and *while* are similar in meaning to *meanwhile*, they are not interchangeable (*I caught a glimpse of Steve meanwhile I was hurrying down the street. I sat anxiously waiting for the call. As/While, I tried to get on with some work ...*). *Meanwhile* is often used at the beginning of a clause to talk about what is/ was happening at the same time as something else happening in the previous clause.

b Students do the exercise alone or in pairs and check their answers in **WRITING 2.2** SB p140. Go through the answers with the class.

1 As soon as/The moment 2 as soon as / the moment
 3 Ever since 4 originally/first 5 while 6 Afterwards,
 7 Meanwhile,

- 4 a** Students think of a place they know well either in their own country or elsewhere that they would recommend to tourists. Give them three or four minutes to make notes on the place.
- b** Students tell each other about their places in pairs. Find out who would like to visit their partner's place.
- 5 a** Students write a first draft of the place they are recommending using the extract as a model. Decide how long you want their review to be and give them guidelines accordingly. Encourage students to use language from the unit as well as paying attention to the connecting words and apostrophes.
- b** Give students a few minutes to check their writing carefully using the checklist. Walk round and help as necessary.
- 6** Students swap reviews and choose two places they would most like to visit. The easiest way to do this is to put them up around the walls so students can walk round and read as many as possible within a reasonable time limit (for instance, five minutes).
- 7 a** Students talk about the places they would like to visit in groups. Encourage them to give reasons based on the information in the reviews.
- b** In feedback, find out which place is the most popular and why.

VOCABULARY 2C AND SKILLS

Spoilt for choice

Student's Book p24–p25

Vocabulary describing places
 Skills Reading: a tourist board website; Listening: interview about tourism

QUICK REVIEW This activity reviews adjective word order. Students do the activity in groups. Focus students on the example. Ask one student to describe something using one adjective. The next student adds another adjective in the correct order. The game continues until someone in the group gives up or makes a mistake.

- 1 **a** Find out if anyone has visited China, where, when and why. If you have Chinese students, ask other students to brainstorm facts they know about China (e.g. location, food, weather, languages, etc.) and then check their information with the Chinese student(s).
b Focus students on the photos and website extracts. Students read the website extracts and decide which places they would most like to visit. They compare their ideas in pairs.
- 2 Focus students on the descriptive language in the extracts by looking at the first one together and asking which words/phrases make the areas sound interesting and/or attractive. Tell students to work in pairs to guess what any new words mean from the context.
 Students check their ideas in **VOCABULARY 2.3** SB p137.
- 3 Tell students they are going to listen to an interview with Cheng, who works in tourism.
CD1 12 Play the recording (SB p165). Students listen and answer the question. They then compare answers in pairs.

Cheng says that Beijing and Shanghai are the most popular tourist destinations and that they are fantastic cities to visit, but it's a shame people don't go elsewhere as China is a very diverse country with much more to offer.

- 4 **a** Tell students they are going to listen to more of the interview with Cheng, in which he talks about the diversity China has to offer as a holiday destination. Tell students to take notes about the places on the map. Write *Guilin* on the board and tell students to listen for information and add it to their map in the correct location.
CD1 13 Play the recording (SB p166). Students listen and make notes.
b Students compare answers in pairs.

Possible answers

Hainan Island: off the south coast, beautiful beaches; coconut festival and love festival in spring
Guilin: mainland, in the south; caves and karsts; waterways – recommends Li River boat trip; 2000 years of history
Beijing: Forbidden City; for culture recommends hutong, e.g. Money Market, very narrow
Xi'an: older than Beijing; Yellow River Basin; beg and end of Silk Road; terracotta warriors

- 5 Tell students they are going to listen to the final part of the interview, in which Cheng talks about nightlife and food in China.
CD1 14 Play the recording (SB p166). Students listen and answer the questions.
 - 1 Shanghai offers the best nightlife.
 - 2 Because the climate is different, depending on where you are in China.
 - 3 Students' own answers.
- 6 **a** Students do the activity on their own. Give students five minutes to make their notes. Go through the language in the Real World box. Check students understand *be after* and *be into*.
b Students do the activity in groups. If you have a multilingual class, group different nationalities together. Ask each group to share one or two of their ideas with the class.

FURTHER PRACTICE

- Ph** Class Activity 2C Tourism role play p142 (Instructions p128)
Ph Vocabulary Plus 2 Guessing the meaning of unknown words p177 (Instructions p173)
 Extra Practice 2C SB p115
 Video (*Remarkable!*) SB p125
 Self-study DVD-ROM Lesson 2C
 Workbook Lesson 2C p13
 Workbook Reading and Writing Portfolio 2 p57
 Progress Test 2 p214

continue2learn

Focus students on the *continue2learn* section on SB p25. See p34 for ideas on how to exploit this section.

Extra Practice 2 SB p115

See p35 for ideas on how to exploit this section.

2A

- 1 2 vividly 3 bitterly 4 entirely 5 highly 6 firmly
 7 deeply 8 completely
 2 2 with whom 3 both of whom 4 none of which
 5 for which 6 after whom 7 on whose 8 all of
 which

2B

- 3a 2 Eating 3 Having eaten 4 Having seen 5 Seeing
 6 Seen 7 Having read 8 Read 9 Reading
 10 Given 11 Having given 12 Giving
 b 2 Because she eats in restaurants all week, Lucy
 prefers to cook for herself at weekends. 3 After
 eating such a big lunch earlier that day, I didn't
 feel like any dinner. 4 Because she had seen the
 film three times already, she decided to give it a
 miss. 5 When she saw her boyfriend approaching,
 she ran and hid. 6 When you see her from a

distance, she looks like a 20-year-old! 7 After
 I had read the instructions twice, I began to
 assemble the pram. 8 When I read it out loud, the
 poem sounded much better. 9 Because I read the
 report so quickly, I missed a lot of mistakes.
 10 If I had the chance, I'd love to learn how to
 ski. 11 After she had given the job to Fred, she
 immediately regretted her decision. 12 If I give
 myself an extra day, I should be able to finish
 the job.

2C

- 4 2 ✓ 3 attractive 16-year-old 4 extraordinary,
 wide, emerald-green 5 long, dark, shiny 6 tall,
 dark-haired Italian
 5 1 spectacular 2 stunning 3 hustle and bustle
 4 winding 5 high-rise 6 heritage

Progress Portfolio 2

See p35 for ideas on how to exploit this section.

Video 2

Remarkable!

Student's Book p125

VIDEO SCRIPT

Ph The script for this video is on p202.

- 1 Put students in small groups to discuss the questions.

- 2 a **VIDEO** ▶ 2.1 Play the whole video. Students choose
 which title is the most appropriate.
 b Check answers with the whole class.

3 It was built as a palace, became a prison, and is
 now a popular tourist destination.

- 3 a **VIDEO** ▶ 2.2 Play the video. Make notes on
 each question. Encourage them to write as much
 information (in note form) as they can.
 b Students compare their answers in pairs.

- 1 Because of its attractiveness and its history.
 2 He is the Tower's Educational Officer.
 3 Having invaded England, he wanted to show his
 power, so he built an impressive castle.
 4 It was made of stone, and it was the tallest
 building in London.

- 4 **VIDEO** ▶ 2.3 Play the video. Students decide which
 statements are true.

- 1 F (It was the first part to be built)
 2 No information

- 3 T
 4 No information
 5 F (The arches are purely decorative)
 6 T
 7 No information

- 5 a **VIDEO** ▶ 2.4 Students watch and decide which
 topics are mentioned.

You should tick: her wedding day; the night before
 her coronation; her trial; her execution

- b Play the video again. Students make notes on the
 topics which were mentioned.
 c Students compare notes in pairs.

- 6 a Encourage students to list famous things in their
 country, and to categorise them under general topic
 headings such as buildings, art, food, etc.
 b Students compare their ideas in pairs. Encourage
 them to negotiate and decide on six things to put in
 a museum. If they are from different places, they can
 choose three items from one country, and three items
 from the other.

- 7 a In the same pairs, students discuss the questions.
 b Put students in small groups. They take turns
 to explain their exhibitions.
 c Ask each group to share with the class any good
 ideas they talked about.