



## Present Perfect • Simple and continuous Hot verbs – *make, do* • Exclamations

### Been there, done that!

## Introduction to the unit

*Been there, done that, (got the T-shirt!)* is the cry of bored young people. The idea is that nothing about the world is of any interest because they have already been everywhere, done everything, and bought the T-shirt to prove it! It was used as an advert for Pepsi Cola, in which of course the only thing new and interesting was a can of Pepsi!

The theme of this unit is world travel past and present, from historical explorers to modern-day tourism. The main reading text is an article about the effects of tourism on host countries. There are two listening texts. The first features three people who talk briefly about their dream holiday experiences. In the main listening text, Tashi Wheeler, daughter of the founders of the *Lonely Planet* travel guides, is interviewed about her childhood on the move.

**Note** In the introduction to this listening, students are asked about their earliest memories of childhood holidays and, if possible, to bring in photographs. It's a good idea to ask students to start looking for these photographs well in advance of the lesson. If enough students bring in photographs on the day, it will make the lesson feel personalized in a very direct way.

## Language aims

**Present Perfect** The aim is to revise and practise the Present Perfect Simple and Continuous tenses.

**Present Perfect Simple** It is difficult for students, even at upper-intermediate level, to be consistently correct in their use of the Present Perfect. This is because although many other European languages have a tense that is *formed* in the same way, (the auxiliary verb *have* + past participle), its uses in English are different.

**Present Perfect Continuous** The Present Perfect Continuous is similarly difficult. Moreover, it presents difficulty as to when it should be chosen instead of the Present Perfect Simple. Basically, the Present Perfect Continuous should be chosen in the following situations:

- 1 To suggest a temporary situation when talking about unfinished past.  
*I've lived here for ten years.*  
*I've been living here for ten days.*
- 2 To emphasize activity rather than completed action when talking about present result.  
*I've painted the ceiling. (It's finished.)*  
*I've been painting the ceiling. (I'm tired.)*

**Vocabulary** The vocabulary section looks at the hot verbs, *make* and *do*, and how they are used in expressions and with particles to form phrasal verbs.

**Everyday English** This section introduces and practises exclamations.

## Notes on the unit

### TEST YOUR GRAMMAR (SB p16)

The first part of the *Test your grammar* section aims to test the students' understanding of the difference between the use of the Past Simple (to talk about a finished past action), and the Present Perfect (to talk about unfinished past or a past action with a present result). The 'strangeness' in these sentences arises from misapplying these uses.

The second part tests the students' understanding of simple aspect (which describes states and complete actions) and continuous aspect (which focuses on the duration of an activity).

These exercises should be done quickly. Don't get involved in lengthy grammar explanations at this stage.

- 1 Ask students in pairs to discuss and correct the sentences. Go round monitoring to see how well students understand the way the tenses work.

### Answers

- Using the Present Perfect here suggests that this is recent news and that Columbus is still alive. The Past Simple should be used.  
*Columbus discovered America in 1492.*
  - Although the use of the Past Simple is correct here, the sentence sounds incomplete without a time reference.  
*Man first walked on the moon in 1969.*
  - It sounds as if the speaker is dead, which is impossible. The Present Perfect is correct.  
*I've travelled/been travelling all my life. I've been everywhere.*
  - The use of the Present Perfect sounds strange here because it suggests that this is a completed action. It's saying, *Now I know English*. Learning a language is not a process we 'complete'! It's better to use the Present Perfect Continuous here, which suggests that the action is ongoing.  
*I've been learning English.*
  - The use of the Present Perfect Continuous for an action of short duration (*I lost my passport*) suggests that this has been happening frequently, i.e. I've been losing my passport and finding it again many times recently. The Present Perfect Simple should be used for a single action with a consequence that is strongly present.  
*I've lost my passport.*
- 2 Ask students in pairs to discuss and change the sentences where possible. Monitor to see how well students understand the uses of simple and continuous aspect.

### Answers

- What do you do in New York?*  
That is, permanently. In other words, what's your job?  
*What are you doing in New York?*  
That is, temporarily. In other words, at this moment or these days, and not necessarily related to work.
- I know you don't like my boyfriend.*  
Know and like are 'state' verbs that cannot be used in the continuous form.
- I had a cup of tea at 8.00.*  
Here, used to talk about a completed past action.  
*I was having a cup of tea at 8.00.*  
Here, used to talk about an action in progress at that moment in time.
- Someone's eaten my sandwich.*  
Here, the action is complete with a result now: The sandwich is gone.  
*Someone's been eating my sandwich.*  
Here, the action is incomplete. The speaker is looking at a sandwich with a couple of big bites taken out of it!

### 5 I'm hot because I've been running.

Here, the emphasis is on a result of the activity, not on the fact that the action of running is completed.

*I'm hot because I've run.*

This sentence is highly unlikely. We use the Present Perfect Simple when we want to emphasize the completed action, e.g. *I've run a marathon.*

## EXPLORERS AND TRAVELLERS (SB p16)

### Present Perfect

This section looks at the differences between the Present Perfect and Past Simple, with a particular focus on the Present Perfect Simple and Present Perfect Continuous. The practice activities emphasize question-forming.

- Ask students to look at the pictures, and discuss the questions as a class.

### Sample answers

In the past, people went exploring to find new countries, open up new markets, make money, or spread their religion. Nowadays, young people travel to see interesting places, have new and interesting experiences, find things out about themselves, meet new people, learn new languages. Point out that an *explorer* tries to find new places that nobody knows about. A *traveller* goes to already-discovered places for interest and adventure.

- Ask students to read the paragraphs quickly.

### VOCABULARY NOTE

*get the travel bug* = become very enthusiastic about travelling

*travel extensively* = travel to many places

**T 2.1** [CD 1: Track 16] Ask students to match the sentences with the correct person. Do the first two as a class to get the students started. Let the students check in pairs before listening to the recording. Play the recording so that students can check their answers. In the feedback, ask the students what other information they heard.

### Answers and tapescript

1 MP 2 TW 3 TW 4 MP  
5 MP 6 TW 7 MP 8 TW

### T 2.1

(New information in **bold**)

#### Marco Polo 1254–1324

Marco Polo was the first person to travel the entire 8,000 kilometre length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years.

He was born in Venice, the son of a merchant. **In 1271**, when he was 17, he set off for China. The journey took him four years. His route led him through Persia, Afghanistan, **and Mongolia**. **He travelled by boat, but mainly on horseback, and he frequently got lost.**

He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively. **He went over mountain ranges, down rivers, and across deserts.**

He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery. **He arrived back home in 1295.**

He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.

#### Tommy Willis, backpacker in Asia

Tommy Willis is in Fiji. He's on a nine-month backpacking trip round south-east Asia. He flew into Bangkok five months ago. Since then, he's been to Vietnam, Hong Kong, South Korea, and Japan.

He's visited royal palaces and national parks in South Korea, and climbed to the summit of Mount Fuji in Japan.

He's been staying in cheap hostels, along with a lot of other young people.

**'I've met a lot of really great people, but it hasn't all been easy,' said Tommy. 'I've had diarrhoea a few times, and I've been pickpocketed once. I've also been mugged, which was really scary.'** Apart from that, his only worry is the insects. He's been stung all over his body.

He's been travelling mainly by public transport – **bus, train, and ferry, but when he's been able to afford it, he's also taken the occasional plane.**

He's looking forward to taking things easy for another week, then setting off again for Australia. 'Once you've got the travel bug, it becomes very hard to stay in the same place for too long,' he said.

- 3 **T 2.2** [CD 1: Track 17] Ask students in pairs to match lines in A with lines in B. Then ask the pairs to practise saying the sentences. Play the recording so that students can listen and check their answers. Play the recording a second time so that students can repeat and practise their pronunciation.

#### Answers and tapescript

He's been stung all over his body.

He's visited royal palaces.

He's been staying in cheap hostels.

I've been pickpocketed and mugged.

I've met a lot of really great people.

He's been to Vietnam and Japan.

## LANGUAGE FOCUS

See TB p8 for suggestions on how to teach this section.

Don't forget to look at the *Language aims* section on TB p19, which looks at problems students may have. You should also read the Grammar Reference on SB pp140–142.

### LANGUAGE INPUT

- 1 Ask the students which grammatical clue let them know which sentences went with which person.

#### Answers

The main tense used about Marco Polo is the Past Simple, because he is dead, so all the events of his life are set firmly in past time.

The main tenses used about Tommy Willis are the Present Perfect Simple and the Present Perfect Continuous. Not only is Tommy Willis still alive, he is also in the middle of his trip. He's been travelling for five months and he is still travelling, and in the course of his travels he's seen and done many things. The Past Simple is used once to talk about an activity set at a particular time – *He flew into Bangkok five months ago.*

- 2 Ask students in pairs to compare the tenses. Go round monitoring to help the students with queries.

#### Answers

- 1 *I've read that book. It's good.*

The reading of the book is finished.

*I've been reading a great book. I'll lend it to you when I've finished.*

The reading of the book is not finished.

*I've been reading a lot about Orwell recently. I've just finished his biography.*

Here, the continuous emphasizes repeated activities over a period of time.

- 2 *She's been writing since she was 16.*

Here, the continuous emphasizes repeated activities over a period of time.

*She's written three novels.*

The Present Perfect Simple emphasizes the completed actions: the total of three novels that have been completed in her life so far.

- 3 *He's played tennis since he was a kid.*

*He's been playing tennis since he was a kid.*

There is very little difference in meaning between these two sentences.

Refer students to Grammar Reference 1 & 2 on SB pp140–142.

## Questions and answers

- 1 Ask students in pairs to ask and answer the questions. Remind the students that the Past Simple is used with Marco Polo (dead) and the Present Perfect with Tommy (living/still travelling).

## Answers

- 1 MP: *Where did he go?* He travelled the Silk Route to China.  
TW: *Where has he been?* He's been to Vietnam, Hong Kong, South Korea, Japan, and now he's in Fiji.
- 2 TW: *How long has he been travelling?* He's been travelling for five months.  
MP: *How long did he travel?* He travelled for four years.
- 3 MP: *How did he travel?* He travelled by boat, but mainly on horseback.  
TW: *How has he been travelling?* He's been travelling by public transport – bus, train, and ferry.
- 4 TW: *Who has he met?* He has met some really great people.  
MP: *Who did he meet?* He met the Mongolian emperor Kublai Khan.
- 5 MP: *Did he have any problems?* He frequently got lost.  
TW: *Has he had any problems?* He's had diarrhoea a few times, he's been pickpocketed once, and he's also been mugged. He's been stung all over his body by insects.

- 2 **T 2.3** [CD 1: Track 18] Ask students in pairs to write questions. Play the recording so that students can check their answers.

## Answers and tapescript

## About Marco Polo

- 1 When and where was he born?  
*In 1254 in Venice.*
- 2 How long did it take to travel to China?  
*Four years.*
- 3 How long did he stay in China?  
*For seventeen years.*
- 4 What did he take back to Venice?  
*Gold and jewellery.*
- 5 What was his book called?  
*The Travels of Marco Polo.*

## About Tommy Willis

- 6 How long has he been away from home?  
*For five months.*
- 7 Which places has he been to?  
*Thailand, Vietnam, Hong Kong, South Korea, and Japan.*
- 8 Where's he been staying?  
*In cheap hostels.*
- 9 How many times has he had diarrhoea?  
*A few times.*
- 10 Has he been pickpocketed?  
*Yes, once.*

## Discussing grammar

This section aims to get students to show their understanding of the contrast between Past Simple, Present Perfect and Present Perfect Continuous by putting the verbs in the correct tense. This activity enables you, as a teacher, to respond to and explain confusions that students may have. If you have a monolingual class, and speak the students' L1, you may wish to translate and contrast sentences to show how English may work differently from the students' own language.

- 3 Ask students to put the verbs in the correct tense. Let the students discuss their answers with a partner before feedback.

You may wish to use check questions to check the students' understanding in feedback. Check questions are a time-efficient way of making sure students understand. For example, for number 1, ask: *In which sentence do we say when it happened in the past? Which sentence talks about a repeated activity which is not finished?*

For number 2 ask: *In which sentence are we interested in the experience, not the time when?*

For number 3 ask: *In which sentence are we talking about experiences up to now?*

For number 4 ask: *Which sentence talks about a temporary situation? Which one talks about a permanent situation?*

For number 5 ask: *Which sentence talks about a single past action with a result now? Which sentence talks about repeated past actions up to now?*

## Answers

- 1 Charles Dickens **wrote** *Oliver Twist* in 1837. (finished past action)  
I **have written** two best-selling crime stories. (at an unspecified time in the past – the 'experience' not the time is important)  
She **has been writing** her autobiography for the past eighteen months. (unfinished past – activity that started in past and continued to now)
- 2 **Have** you ever **tried** Mexican food? (at an unspecified time in the past – the 'experience' not the time is important)  
**Did** you **try** *chiles relenos* when you were in Mexico? (finished past action – asking about a specific event during a specified time)
- 3 How many times **have** you **been married**? (experiences up to now)  
How many times **was** Henry VIII **married**? (events in finished past)
- 4 I've **lived** in the same house since I was born. (unfinished past – began in past and continued to now – permanent)  
He's **been living** with his brother for the past week. (unfinished past – began in past and continued to now – temporary: \*He's lived with his brother for the past week is possible, but using the Present Perfect Continuous here)



sounds more natural because, from the context, the action seems temporary.)

- 5 Cindy's very pleased with herself. She's finally **given up** smoking. She's **been trying** to give up for years. (present result – recent past action with results now/repeated activity over a period of time)

## Simple and continuous

### LANGUAGE FOCUS

See TB p8 for suggestions on how to teach this section. Don't forget to look at the *Language aims* section on TB p19, which looks at problems students may have. You should also read the Grammar Reference on SB pp140–141.

### LANGUAGE INPUT

Read through the rules as a class. Ask students for examples of other state verbs.

#### State verbs

Verbs of the mind: *believe, think, assume, consider, understand, suppose, expect, agree, know, remember, forget*

Verbs of emotion: *like, love, detest, envy, hate, hope, prefer, wish, want*

Verbs of having and being: *belong, own, depend, contain, cost, seem, appear, need, have*

Verbs of the senses: *see, hear, taste, smell*

Refer the students to the Grammar reference on pp140–141.

- 4 Ask students to match the sentence halves. Do the first as an example. Let students check in pairs before feedback.

#### Answers

- a1 *Peter comes from Switzerland.* (Present Simple – action is seen as a complete whole. Here, it is not so much an action, as a statement of fact about something that is always true.)  
b2 *Peter is coming round at 8.00 tonight.* (Present Continuous – here, used to talk about a future arrangement)  
c2 *I wrote a report this morning. I sent it off this afternoon.* (Past Simple – a completed past action with a definite time reference)  
d1 *I was writing a report this morning. I'll finish it this afternoon.* (Past Continuous – an action that was in progress and is incomplete)  
e1 *I heard her scream when she saw a mouse.* (hear (someone) do – the infinitive form is used when the action is seen as a single, whole event)  
f2 *I heard the baby screaming all night long.* (hear (someone) doing – the *-ing* form is used when it is seen as a long action in progress, and only a part of it may have been heard)  
g2 *What have you done with my dictionary? I can't find it.* (Present Perfect Simple – action seen as a complete whole, an action with a result now)

- h1 *What have you been doing since I last saw you?* (Present Perfect Continuous – asking about continuous or repeated actions over a period of time, actions starting in the past and happening up to now)  
i1 *I've had a headache all day.* (Present Perfect Simple – although this is a long event, *have* here is a state verb and cannot be used in the continuous form.)  
j2 *I've been having second thoughts about the new job.* (Present Perfect Continuous – a series of repeated actions over a period of time up to now. The speaker thinks one thing, then changes their mind. Note that *I've had* is possible, but it means that the action of having second thoughts is seen as one completed event: *I've had second thoughts – I don't want the job.*)  
k2 *I've known Anna for over ten years.* (Present Perfect Simple – a single, whole event that started in the past and continued to now. *Know* is a state verb.)  
l1 *I've been getting to know my new neighbours.* (Present Perfect Continuous – here, seen as a series of repeated actions up to now. There is also the idea of an action in progress, which is not yet completed.)  
m1 *I've cut my finger. It hurts.* (Present Perfect Simple – seen as a single, whole event.)  
n2 *I've been cutting wood all morning.* (Present Perfect Continuous – seen as a series of repeated actions that started in the past and continued to now, or until very recently.)

## Writing Unit 2

### Informal Letters – Correcting mistakes SB p112

### Exchanging information

These two information gap activities aim to give the students lots of speaking practice in pairs. The students must show a reasonable degree of accuracy and fluency in manipulating a variety of tenses.

Lead in by asking students about the Lonely Planet travel guides: *Have you ever used one? Where did you go? What sort of information do you find in a Lonely Planet guide? Do you have a similar sort of guide in your country?*

#### CULTURAL NOTE

As stated in the texts, there are now over 650 Lonely Planet travel guides, translated into 17 languages. The books are written for 'travellers' rather than tourists. They provide information on how to travel around foreign countries by yourself, where to find accommodation, particularly budget accommodation, and where to go to get a 'flavour' of the real country. The books also give information about the history, culture and language of the country visited. The books are very popular with backpackers and budget travellers from Britain, New Zealand and Australia.

- 5 Divide the students into pairs. Ask Student A in each pair to look at the information on p153. Ask Student B to find the information on p154.

Read through the instructions with the whole class. Model the example with a student. Make it clear that students must **take it in turns** to ask questions to fill the gaps in the text. Give the students five minutes to read their texts and prepare questions. Go round monitoring, helping with vocabulary and question-forming. When the students are ready, pair As with Bs and ask them to interview each other to find the missing information. Go round monitoring, firstly checking briefly that all the pairs are doing the activity correctly.

Feedback with the whole class by asking the students some of the questions. For example: *How many people does it employ? Where does it have offices?*

### Completed text and sample questions

Lonely Planet is one of the outstanding publishing successes of the past three decades. It employs more than **500** people, and has offices in **the USA, France, England**, with its headquarters in Melbourne, Australia.

Tony and Maureen Wheeler have been writing Lonely Planet guide books for **over thirty years**. They have written **more than 650** guides. They sell **around 5.5 million** copies a year in **118** countries. The books have been translated into **17** languages.

Tony lived in **many different countries** when he was young because **his father's job took him all over the world**. He studied **engineering** at Warwick University, then business studies at **the London Business School**.

Maureen was born in **Belfast**. She went to London at the age of 20 because **she wanted to see the world**. Three days later she met Tony **on a bench in Regent's Park**. In 1972 they travelled overland across Europe, through Asia, and on to Australia. The trip took **six months**. They wrote their first book, called **Across Asia on the cheap** on their kitchen table in Melbourne. They have lived in Melbourne on and off for **over thirty years**.

Together they have been to **more than 100** countries. Tony says that the most amazing place he has ever visited is a **remote hilltop city called Tsaparang, in Tibet**.

They are currently travelling in **India, researching a new edition of their guide to the country**.

He is thinking of selling **his shares in the company**. He said, **'I've had a wonderful time, it's been terrific, but it has now got too much like a business.'**

### Student A's questions

How many people does it employ?

How long have Tony and Maureen been writing Lonely Planet guide books?

How many copies a year do they sell?

Where did Tony live when he was young?

What did he study at Warwick university?

Where was Maureen born?

Where did she meet Tony?

What was their first book called?

How many countries have they been to?

Where are they currently travelling?

What is he thinking of selling?

### Student B's questions

Where does it have its offices?

How many guides have they written?

How many languages have the guides been translated into?

Why did Tony live in so many countries when he was young?

Where did he study business studies?

Why did Maureen go to London?

How long did the trip take?

How long have they lived in Melbourne?

What is the most amazing place that Tony has ever visited?

What are they doing in India?

What reason did he give for selling the shares?

- 6 Divide the class into groups of four. Ask half the groups to prepare questions from the prompts. Ask the other groups to read the information about Tony Wheeler on p154. Tell them that they must imagine they are Tony, and be prepared to answer questions about his life. Go round monitoring, helping with vocabulary and question-forming.

When the students are ready, ask two people from each 'question-forming' group to exchange places with two people from each 'Tony Wheeler' group. Ask the interviewers to interview Tony Wheeler.

Monitor and note down any errors the students make with the grammatical forms practised in this unit. At the end of the activity, write any errors the students have made on the board, and ask students in the class to correct them.

## ADDITIONAL MATERIAL

### Workbook Unit 2

Exercise 1 Present Perfect Simple or Continuous?

Exercise 2 Present Perfect and Past Simple

Exercise 3 Simple or continuous verb forms?

Exercise 4 Present Perfect passive

Exercise 5 *have something done*

## READING AND SPEAKING (SB p19)

### Paradise Lost

- 1 Lead in by asking students to look at the photos and answer the questions.

### Answers

The photographs are of Africa, Venice, Uluru in Australia, Thailand, and Greece.

- 2 Discuss the questions as a class or in small groups.
- 3 Ask students to work in pairs or small groups to answer the question. Give them a few minutes to think of problems. Then ask some of the pairs to report their ideas to the class. You could build up a list of 'main problems with the tourist industry' on the board.

### MAIN PROBLEMS

pollution

litter

over-crowding

lack of housing for local people

destruction of natural habitat

money from tourism doesn't go to local people

building hotels, etc. which are ugly or not in keeping with the surroundings

## Reading

- 4 Ask students to predict the content of the article from the title and the quotes.
- 5 Ask students to read the article and answer the questions. Let students check in pairs before feedback.

### Answers

- 1 Africa, Thailand, Venice
  - 2 Africa: some villages have just one tap, when the hotels have taps and showers in every room  
Thailand: 60% of the \$4bn annual tourism revenue leaves the country  
Venice: can't handle all the tourists they get every summer
  - 3 the Caribbean, Majorca, Spain, Ambulong in the Philippines, Florence, Vietnam, Iran, Libya
  - 4 Students' own answers
  - 5 Steve McGuire thinks nothing can be done.
- 6 Divide students into groups of three or four, then ask them to read the article again and answer the questions. The aim here is to get students to read a text in detail for specific information, to take notes, and to share and discuss their information.

### Answers

- 1 In Majorca, foreign nationals have bought up property, resulting in water rationing, worsening pollution and unaffordable housing.  
In the Philippines, people have been evicted from their homes to allow the building of a holiday resort.
- 2 In 1950, 25m people travelled abroad. Last year it was 750m. By 2020 1.6bn will travel, spending two trillion US dollars.

- 3 Foreign nationals buy up property and the tourist resorts lose their local identity. Locals are even evicted from their homes. Tourists demand more swimming pools and golf courses, which spoil resorts. Tourists' demands on water mean that local people have to go without water.
- 4 The winners are the airlines, tour operators, and the foreign hotel owners. The losers are local people who make no money from tourism, and have to live with pollution, gridlock, and crime.
- 5 Countries like Vietnam, Iran and Libya may open up. There may be environmental problems.

## What do you think?

The aim of these two exercises is to use the text as a springboard for discussion. The students are expected to discuss, personally respond to and ask questions about material in the text.

- 1 Ask students to work in their groups to prepare things to say. Go round monitoring and helping with sentence construction. Let students give their reactions in their groups, then have a brief class feedback, asking each group to make a comment.

### Some sample reactions

*I already knew that tourism was causing environmental problems.*

*What surprised me was the amount of water that tourists use. I wonder what can be done to solve the environmental problems.*

- 2 Ask students to work in their groups to prepare questions. Give them four or five minutes, and go round monitoring to help with question forming. When the students are ready, either ask each group to take it in turns to ask the other groups questions, or mix the students into new groups so that they can ask their questions in groups.

## Vocabulary work

- 1 Ask students in pairs to find and guess the meaning of the highlighted words in context.

### Answers

*destroying the object of its affection* = The 'object of your affection' is the thing you like and care about, so, here the text is saying that, while tourists love the beautiful places they visit, they are destroying the beauty and charm of them.  
*they cashed in on* = they made money out of  
*too much of a good thing* = Having visitors is a good thing, but even good things can be done to excess.  
*relentless waves of tourists* = Relentless means 'never-ending', so here, metaphorically, this means huge, never-ending groups of tourists that arrive like waves, one after the other.

**Low-end package tourists** = Package tourists are people who pay for all-inclusive holidays, with food and accommodation pre-paid. *Low-end* means their holiday packages are cheap.  
**cooped up in the hotel compound** = Chickens are 'cooped up' – kept in small cages. So, here, metaphorically, it means kept within the walls of the hotel without going out.  
**the victim of its own success** = It has lost (money/beauty/way of life) because it has been successful.  
**might have second thoughts** = If you have second thoughts, it means you think again and possibly change your mind.

- 2 Ask students in pairs to match words in A with words that they collocate with in B. Let students look back at the text to check their answers.

#### Answers

**the boom in world travel** (what Maurice Chandler is reporting on)  
**tourism's vital contribution to the economy** (Majorcans don't deny this)  
**per capita income** (Majorca has become one of the richest parts of Spain in terms of this)  
**a major business venture** (the reason 250 Filipinos were evicted from their homes)  
**foreign destinations** (to millions of tourists, these are exotic paradises)  
**consume as much water** (a golf course can consume as much water as a town of 10,000 people)  
**a prime example** (Italy is a prime example of the tourist industry's need to keep the crowds at bay)  
**the best hope for development** (tourism still offers this for many poorer countries)

## SPEAKING AND LISTENING (SB p22)

### Dreams come true

The speaking activity is a personalized ordering task. It is followed by three short 'vox pop' listening texts, which practise the students' ability to listen for gist.

- 1 Lead in and set the scene by writing on the board, *Which place in the world would you most like to visit? What activity would you most like to do?* Elicit a few responses. Read through the list as a class, and use the pictures on the page to check any difficult vocabulary. Then ask the students to list their top 5 individually. When they are ready, put the students in groups of four or five to discuss their lists. Encourage them to say why they have chosen the things on their list.  
 Have a brief class feedback, and find out which place or activity was most popular in the class.

#### ALTERNATIVE IDEA

Ask students in their groups to agree on a list of five. To do this they will have to negotiate as well as discuss. When they are ready, ask each group to read out their list, and build up a 'class' list on the board.

#### CULTURAL NOTE

The Northern Lights, or *aurora borealis*, is a natural light show that can be seen in the far north.  
 Machu Picchu is the ruins of an Inca city in Peru.  
 The Great Barrier Reef is a huge coral reef off the coast of Australia.

- 2, 3 Ask the students to read the poll results on SB p155, and discuss the questions in their groups. Have a brief class feedback, encouraging students to tell the class about any personal experiences, or those of people they know.
- 4 **T 2.4** [CD 1: Track 19] Play the recording. Ask students to listen and answer the questions. Let them compare their answers in pairs or groups before feedback.

#### Answers

- 1 Alan is talking about the Northern Lights. He describes them as a *shimmering curtain* – *purply red* – and says they make a *buzzing noise*. He describes his feeling of awe on seeing the lights, and how they made him feel small.
- 2 James is talking about Machu Picchu. He talks about walking there in time for the sunrise, and looking down on the ancient city, which is extraordinary, especially before the thousands of tourists arrive.
- 3 Willow is talking about flying in a hot air balloon. She talks about *flying like a bird*, how small people seem, and how amazingly silent it is.

#### T 2.4

##### Alan

They are ... one of the most eerie ... and -er strange experiences you can possibly have. The first time I saw them, they appeared as a kind of shimmering curtain, over the top of a ridge of mountains, and they went from a greeny colour to a kind of purply red colour. And they just stayed there. The second time I saw them, it was the most amazing sight because they were right above our heads, and they covered the whole of the sky. The other interesting thing is that -er not everybody hears it, but they sometimes make a sound, a kind of -er buzzing noise. It was a real sense of wonder and awe. I just kind of sat there with my mouth hanging open, just feeling kind of small.

##### James

You start at the bottom of the valley, and slowly make your way up the hill, -er about a seven-hour hike until you get to a camp. Then you get up very early the next morning, about four o'clock, in order to get there for the sunrise. You walk for an hour or so, and suddenly you reach this point where you're



looking down on this ancient city, just as the sun is breaking through the clouds. It's the most extraordinary sight. And you walk around in the total silence of a city that's more than five hundred years old. At that point it's invaded by thousands of tourists, and -er it's time to go.

#### Willow

We got up about five o'clock in the morning. We went to the site, and set off. Because you're floating with the wind, there was no breeze on you, and it really was like ... flying like a bird. You could look down on everyone, and there were all so small, like ants. It was just amazing, and so silent. And we landed about seven o'clock, and suddenly we were back with the rest of civilization. It was just the most beautiful experience.

## VOCABULARY (SB p23)

### Hot verbs – *make, do*

The aim of this section is to introduce and practise the easily confused verbs, *make* and *do*. It also looks at phrasal verbs with *make* and *do*. This is the first of a series of exercises in both the Student's book and Workbook on *Hot verbs*. These are verbs which are much used in English, both in expressions and phrasal verbs.

Start the lesson by writing some common *hot verbs* on the board: *take, put, have, make, do, go, come*. Give students three minutes to write down *any* words that go with these verbs. Then elicit ideas and write them on the board. This builds awareness of how common these verbs are.

- 1 Read through the examples from the text on p20 as a class.
- 2 Ask students in pairs to put the words in the correct box. Do the first as an example. Let students have a guess first, then go through the answers as a class, building up the table on the board.

#### Answers

<b>make</b>	<b>do</b>
a good impression	business
arrangements	research
a decision	your best
a difference	a good job
a profit/a loss	a degree
a start/a move	sb a favour
sth clear	
an effort	
a suggestion	

#### ALTERNATIVE IDEA

If you have a class set of learners' dictionaries, you could do this as a dictionary task. Ask some pairs to look up *do* and other pairs to look up *make*. Then pair the pairs to check their answers, and complete the table.

There is a kind of 'rule' for *make* and *do*. We tend to use *make* with the idea of creation or construction, e.g. *make a cake*. We tend to use *do* with the idea of work, e.g. *do your homework, do the ironing*. However, there are lots of exceptions.

- 3 **T 2.5** [CD 1: Track 20] Ask students to complete the sentences, then listen and check.

#### Answers and tapescript

- 1 When you go for a job interview, it's important to *make a good impression*.
- 2 I think we're all getting tired. Can I *make a suggestion*? How about a break?
- 3 A lot of *research* has been *done* into the causes of cancer.
- 4 I think the director is basically *doing a good job*. He's reliable, he's honest, and he gets results.
- 5 I'd like to *make it clear* right now that I am totally opposed to this idea.
- 6 Right. I think we should *make a start* and get down to business.
- 7 I don't mind if we go now or later. It *makes no difference* to me.
- 8 Could you *do me a favour* and lend me some money till tomorrow?

- 4 Ask students to match the sentences and underline the expressions.

#### Answers

- 1 She's made the big time as an actress. She can command \$20 million a movie.
- 2 We'll never make the airport in time. The traffic's too bad.
- 3 'What does she do for a living?' 'She's an accountant.'
- 4 'You'll all have to do more overtime and work weekends.' 'That does it! I'm going to look for another job!'
- 5 'How much do you want to borrow? \$20?' 'Great. That'll do fine.'
- 6 'How much Spanish do you speak?' 'I can make myself understood.'
- 7 'I hear the boss said you'd done really well?' 'Yeah. It really made my day.'

#### EXTENSION ACTIVITY

Ask students in pairs to act out the mini-dialogues 3–7 above. Or ask them to write their own 'statement and response' dialogue, using at least one *make* or *do* expression. Ask pairs to act out their dialogue for the class.

### Phrasal verbs

- 5 **T 2.6** [CD 1: Track 21] Ask students in pairs to complete the sentences. Then play the recording so that students can listen and check.

### Answers and tapescript

- 1 I'm so thirsty. I *could do with* a cup of tea.
- 2 We've bought an old flat. We're going to *do it up* over the next few years.
- 3 I think we should *do away with* the monarchy. They're all useless. And expensive.
- 4 I *could never do without* my personal assistant. She organizes everything for me.

- 6 **T 2.7** [CD 1: Track 22] Ask students in pairs to complete the sentences. Then play the recording so that students can listen and check.

### Answers and tapescript

- 1 Thieves broke into the castle and *made off with* jewellery and antique paintings.
- 2 Jake's parents buy him loads of toys. They're trying to *make up for* always being at work.
- 3 What do you *make of* the new boss? I quite like him.
- 4 You didn't believe his story, did you? He *made* the whole thing *up*.

## LISTENING AND SPEAKING (SB p24)

### Tashi Wheeler – girl on the move

The aim of the listening is to give students practice in listening intensively to a long interview. The tasks involve predicting and listening to confirm, note-taking, correcting a text, and answering questions.

The Spoken English section looks at 'fillers' – vague words such as *stuff* and *like*.

- 1 Lead in by asking students to tell the class about their earliest holiday memories. It is a good idea to start this activity by talking about your own earliest memory first. If students have brought in their own photos, you could do this as a mini-presentation. Ask students to describe their memories to the class, or in groups, while circulating the photos they have brought in. This can generate a great deal of amusement and interest.
- 2 Remind students what they learnt about Tony and Maureen Wheeler (SB p18), and point out that Tashi Wheeler is their daughter. Ask students in pairs to look at the photos of Tashi and discuss the questions. Have a class feedback, and discuss their answers to the questions.

### Answers

*Top picture from right to left:*

Tashi is about 7 months old, in Singapore, riding in a baby-carrier.

Tashi is 4 years old, in Puno on Lake Titicaca, Peru, riding on a delivery bicycle with her brother (apparently her parents were too breathless from the altitude to carry them!)

*Bottom pictures from right to left:*

Tashi is 6 years old, in a sculpture park in Villahermosa, Mexico, dancing beside an Olmec head.

Tashi is 8 years old, in Voi, Kenya, waiting for a bus at the bus stand.

Tashi is 8 years old, in Kenya, lying in a mosquito-netted bed at a safari lodge.

Tashi is 13 years old, in Arizona, looking at American-Indian jewellery at a street-side market.

- 3 Ask students in pairs to think of as many questions to ask as they can.
- 4 **T 2.8** [CD 1: Track 23] Play the first part of the recording. Ask students to listen and make notes *under* the headings. Let students check in pairs before *feedback*. In the feedback, find out which of their questions they heard answers to, then build up answers on the board *under* the headings.

### Answers

**Transport:** *airports and bus rides*

**Being on safari:** *got chased by an elephant, had lion cubs jumping around the safari bus, monkeys swinging off the rear-view mirrors ...*

**Her mother:** *Mum used to say that when I was two years old she just put me down and I just ran off. And she wouldn't see me and then someone would pick me up and bring me back.*

**Trekking in Nepal:** *getting up at like four in the morning and looking over all the mountains, and then just walking all day, talking to porters, and coming into villages, and all the kids running out and seeing you...*

**T 2.8** See SB Tapescripts p126

- 5 **T 2.9** [CD 1: Track 24] Play the second part of the recording. Ask students to listen carefully, then correct the information in the text. Let students check in pairs before feedback. You may need to play the recording again so that students can check their corrections.

### Answers

On holiday, the Wheeler family are *not* relaxed – Dad, Tony, is 'hectic'. They get up *early* and go to bed *late*. They *don't* spend time on the beach – *they visit lots of sights*. Tony Wheeler *doesn't have time* to read the paper. They go *to lots of different restaurants*. Tashi and her brother spend a lot of time watching movies. She *feels that* travel broadens the mind.

**T 2.9** See SB Tapescripts p126

- 6 **T 2.10** Read through the questions as a class. Then play the third part of the recording. Ask students to listen carefully, but not to try to write answers. After *playing* the extract, put students in pairs to discuss and write answers to the questions. You may need to play the recording again so that students can check their corrections.

### Answers

- 1 She wanted to stay at home.
- 2 She didn't really know how to get along with kids her age and her own culture and country.
- 3 Because when you are travelling for so long in countries where you can't talk to boys, or you can't look at people in a certain way, or you don't wear certain clothing, it is difficult to adjust to life at home.
- 4 The kids at school had things going on, like watching TV, and she was never up to date. But at the same time, she had seen things, and had a broader view of life.
- 5 She feels comfortable at her home in Melbourne, and in Asia. She doesn't feel uncomfortable anywhere.
- 6 Try to fit as much of it in as you can when you're younger.
- 7 Tony Willis says that he's 'got the travel bug.'

**T 2.10** See SB Tapescripts p126

### SPOKEN ENGLISH – Fillers

Read through the explanation and extract with students. Ask them if they can think of any other language that English speakers use as fillers.

Ask students in pairs to look at the tapescript and find more examples of imprecise language and fillers.

#### Answers

Other fillers used in the tapescript:

...erm	...I don't know	...kind of...
...and so on...	...all that stuff	...I guess

### EVERYDAY ENGLISH (SB p25)

#### Exclamations

The aim of this section is to introduce and practise exclamations.

- 1 Read through the examples as a class. Ask students when we use exclamations.

#### Answer

To express strong emotions. For example, *shock, surprise, disgust, amazement, delight*.  
See exercise 5 for the grammar rule.

- 2 Ask students in pairs to match the exclamations and the sentences.

#### Answers

<b>B</b>	<b>C</b>
Mmm!	It's absolutely delicious.
Wow!	That's unbelievable! How amazing!
Hey, Peter!	Come over here and sit with us.
Oh, really?	How interesting!

Ah!	What a shame!
Ouch!	That really hurt!
Yuk!	That's disgusting!
Uh?	That's nonsense! What a stupid thing to say!
Phew!	What a relief! Thank goodness for that!
Whoops!	Sorry about that! I dropped it!

- 3 **T 2.11** [CD 1: Track 26] Play the recording. Ask students to listen and write the correct number next to each exclamation. Play the recording again. Ask students to listen and reply, using the correct exclamation and line of conversation.

#### Answers and tapescript

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- T 2.11**
- 1 How's your steak? Is it OK?
  - 2 We were all going on holiday to Spain next week. We were really looking forward to it, but my father's been quite ill so we've had to cancel the holiday.
  - 3 **A** Has Ann had the baby yet? It must be due any time now.  
**B** Oh, yes. haven't you heard? She didn't have one baby. She had three! Tom's the father of triplets!
  - 4 Mind your head as you come through this door. It's very low.
  - 5 Do be careful. That bowl's really heavy.
  - 6 Did you know that they eat horse-meat in some countries? And snails. And pigs' feet.
  - 7 Look! Isn't that Peter over there, sitting on his own?
  - 8 Sarah told me that you hated me. She said that you never wanted to see me ever again!
  - 9 I saw Julie yesterday.
  - 10 Tomorrow's test has been cancelled.

- 4 Ask students in pairs to match the next line of each conversation.

**T 2.12** [CD 1: Track 27] Play the recording so that students can listen and check. Put students in pairs to practise the conversations. Ask two or three pairs to act out conversations for the class.

#### Answers and tapescript

- 5 Don't worry. I'll get you a new one.
- 3 Triplets! That'll keep them busy!
- 2 You must be so disappointed!
- 1 Just the way I like it.
- 10 I hadn't done any revising for it at all.

### Answers and tapescript

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- 2 Ask students in pairs to match the exclamations and the sentences.

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Hey, Peter!	Come over here and sit with us.
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#### T 2.11

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- 3 **A** Has Ann had the baby yet? It must be due any time now.  
**B** Oh, yes, haven't you heard? She didn't have one baby. She had three! Tom's the father of triplets!
- 4 Mind your head as you come through this door. It's very low.
- 5 Do be careful. That bowl's really heavy.
- 6 Did you know that they eat horse-meat in some countries? And snails. And pigs' feet.
- 7 Look! Isn't that Peter over there, sitting on his own?
- 8 Sarah told me that you hated me. She said that you never wanted to see me ever again!
- 9 I saw Julie yesterday.
- 10 Tomorrow's test has been cancelled.

- 4 Ask students in pairs to match the next line of each conversation.

**T 2.12** [CD 1: Track 27] Play the recording so that students can listen and check. Put students in pairs to practise the conversations. Ask two or three pairs to act out conversations for the class.

#### Answers and tapescript

- 5 Don't worry. I'll get you a new one.
- 3 Triplets! That'll keep them busy!
- 2 You must be so disappointed!
- 1 Just the way I like it.
- 10 I hadn't done any revising for it at all.

- 6 You wouldn't catch me eating that!  
 4 I told you! Well, it isn't bleeding, but you'll have a nice bruise.  
 7 Let's have a chat.  
 8 You know it's not true.  
 9 I haven't seen her for ages. How is she?

### T 2.12

- 1 A How's your steak? Is it OK?  
 B Mmm! It's absolutely delicious! Just the way I like it.  
 2 A We were all going on holiday to Spain next week. We were really looking forward to it, but my father's been quite ill so we had to cancel the holiday.  
 B Ah! What a shame! You must be so disappointed!  
 3 A Has Ann had the baby yet? It must be due any time now.  
 B Oh, yes. haven't you heard? She didn't have one baby. She had three! Tom's the father of triplets!  
 A Wow! That's unbelievable! How amazing! Triplets! That'll keep them busy!  
 4 A Mind your head as you come through this door. It's very low.  
 B Ouch! That really hurt!  
 A I told you! Well, it isn't bleeding, but you'll have a nice bruise.  
 5 A Do be careful. That bowl's really heavy.  
 B Whoops! Sorry about that! I dropped it! Don't worry. I'll get you a new one.  
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 B Hey, Peter! Come over here and sit with us. Let's have a chat.  
 8 A Sarah told me that you hated me. She said that you never wanted to see me ever again!  
 B Uh? That's nonsense! What a stupid thing to say! You know it's not true.  
 9 A I saw Julie yesterday.  
 B Oh, really? How interesting! I haven't seen her for ages. How is she?  
 10 A Tomorrow's test has been cancelled!  
 B Phew! What a relief! Thank goodness for that! I hadn't done any revising for it at all.

## MUSIC OF ENGLISH

Read the information as a class.

**T 2.13** [CD 1: Track 28] Play the recording. Ask students to listen and repeat.

### Tapescript

What awful shoes!  
 What a fantastic view!  
 How amazing!

- 5 Ask students in pairs to complete the exclamations. Point out that we use *What* + plural or countable noun, *What* + singular, countable noun, and *How* + adjective.

### Answers

- |                           |                                     |
|---------------------------|-------------------------------------|
| 1 What a silly mistake!   | 6 What a mess!                      |
| 2 What a brilliant idea!  | 7 How awful!                        |
| 3 How utterly ridiculous! | 8 How wonderful!                    |
| 4 What dreadful weather!  | 9 What a relief!                    |
| 5 What rubbish!           | 10 What a terrible thing to happen! |

Positive reactions: 2, 8, 9

Negative reactions: 1, 3, 4, 5, 6, 7, 10

- 6 **T 2.14** [CD 1: Track 29] Play the recording. Ask students to listen and respond, using the exclamations in exercise 5. A good way to do this is to play and pause each extract, and get the class to suggest the correct exclamation. Then play the recording again, and nominate individuals to respond. Correct errors, particularly poor intonation.

### Answers and tapescript (with suggested answers in bold)

- 1 I've just won \$25,000 on the lottery!  
**How wonderful!**  
 2 Let's have a long coffee break!  
**What a brilliant idea!**  
 3 Maria, you wrote 'at Rome' instead of 'in Rome'.  
**What a silly mistake!**  
 4 We were stuck in a traffic jam for four hours!  
**How awful!**  
 5 Look at the state of the kitchen! It hasn't been cleaned for weeks!  
**What a mess!**  
 6 Rain, rain, rain.  
**What dreadful weather!**  
 7 The teacher told us to learn the dictionary for homework.  
**How utterly ridiculous!**  
 8 We hadn't heard from our daughter for a month, then she phoned last night.  
**What a relief!**  
 9 My sister says it's possible to learn French in three months!  
**What rubbish!/How utterly ridiculous!**  
 10 Yesterday I got a tax bill for \$20,000.  
**What a terrible thing to happen!**

- 7 Ask students in pairs to write a dialogue. Monitor and help the students with ideas and language. When the students are ready, ask some of the pairs to act out their dialogues.

## ADDITIONAL MATERIAL

### Workbook Unit 2

Exercises 6-7 Vocabulary

Exercise 8 Prepositions

Exercise 9 Pronunciation – Word stress

Exercise 10 Listening – A camping nightmare