

2 GOING PLACES

OBJECTIVES

FUNCTIONS: expressing surprise

GRAMMAR: relative clauses (review);
which to refer to a whole clause;
omitting relative pronouns;
reduced relative clauses

VOCABULARY: groups of people;
phrasal verbs (1)



READING

- 1 Imagine you are going to live in another country. What things do you have to get used to? Add two more things to this list. Then put the six things in order of difficulty for you (1= most difficult).

the climate	<input type="checkbox"/>	the language	<input type="checkbox"/>
the food	<input type="checkbox"/>		<input type="checkbox"/>
local customs	<input type="checkbox"/>		<input type="checkbox"/>

- 2 **SPEAKING** Compare your ideas with other students.

- 3 **SPEAKING** Work in pairs or small groups. Look at the photos and these phrases from the article. Discuss what you think the article is about.

- a shortage of jobs
- the creation of workshops
- welcoming of refugees
- the renovation of houses

- 4 **1.11** Read and listen to the article and check your ideas.

- 5 All of these statements are incorrect. Read the article again and find the lines that show they are incorrect. Then correct the sentences.

- Many people in the 1990s left Riace because they didn't like it anymore.
- The refugees didn't have to do anything to get food and accommodation.
- The refugees already spoke Italian.
- New houses were built for the refugees.
- About a hundred immigrants live in Riace now.
- More local people are leaving Riace.
- Many politicians have criticized Lucano's ideas.
- Lucano won the 2010 "World Mayor" award.

- 6 **SPEAKING** Work with a partner and discuss the questions.


- What two questions would you like to ask
 - a resident born in Riace?
 - an immigrant living and working in Riace?
- Do you think things will continue to go well in Riace in the future? Why?

2 | GOING PLACES

READING

- 1 Books closed. As a lead-in, write the names of three countries on the board, including the country in which you are teaching. Ask students: *What are the differences between these countries?* Students discuss the question in pairs. Listen to some of their answers and write any suitable ideas on the board.

Books open. Look at the photos with students and choose individuals to describe them. If there is an interactive whiteboard (IWB) available in the classroom, the picture description would best be done as a whole-class activity. Read the instructions with the class. Ask students to work individually to choose two more things and rank the items 1–6. You could refer students back to their discussions in the Welcome unit (page 11) where the topic was first introduced. Monitor, helping with any difficult language or with ideas.

- 2 **SPEAKING** Divide the class into pairs or small groups for students to compare their answers. Listen to some of their findings with the class as feedback and hold a class vote to find out which things students think would be most difficult to get used to.
- 3 **SPEAKING** Read the instructions. Check/clarify: *shortage*, *workshops*, *refugees*, and *renovation*. Students work with a partner to predict the topic of the article. Elicit some suggestions from the class, but do not comment at this stage.
- 4  **1.11** Students read and listen to the article to check their ideas. Allow students to compare answers with a partner before feedback from the class.
- 5 Before students read the text again, ask them to work with a partner and underline the key information in the sentences that they will need to look for in the article. Students then read the article and complete the exercise. Encourage them to underline parts of the text that support their answers and to correct any false information. Allow them to check answers with a partner before whole-class feedback.

Mixed-ability idea

Stronger students can attempt to complete the exercise from memory before checking in the article. Weaker students can find the answers in the article.

Answers

- 1 Many people in the 1990s left Riace because of a shortage of jobs.
 - 2 The refugees had to work to get food and accommodation.
 - 3 The refugees had to learn Italian.
 - 4 The refugees lived in empty houses.
 - 5 Between two and three hundred immigrants live in Riace now.
 - 6 More local people are staying in Riace.
 - 7 Many politicians have tried to use Lucano's ideas.
 - 8 Lucano came in third in the 2010 "World Mayor" contest.
- 6 **SPEAKING** Students work in pairs or small groups to discuss the questions. Monitor, helping with any challenging language. Listen to some ideas during whole-class feedback, and invite comments from the rest of the class. Ask: *Do you think this would be successful in your town? Why? Why not?*

Distinguishing fact from opinion

- 1 Books closed. As an introduction to this topic, write the following on the board:

A: *Drinking water is good for you.*

B: *Children eat too many sweets.*

Ask: *Are these sentences fact or opinion?* (A is fact; B is opinion.) Choose individuals to answer the question and ask them to give reasons for their answer. Ask the rest of the class to say if they agree or disagree.

Books open. Read the introduction and statements. Point out the use of *Does that mean that ...* and *What evidence is there that ...* to start the questions. Elicit answers to the question from the class.

Answers

The purpose of question B is to check if statement A is true.

- 2 Read the statements and check understanding. Ask students to work with a partner and find questions that will help them distinguish opinions from facts. Monitor, helping if students are having difficulties thinking of questions. Listen to some of their ideas with the class. Write any good answers on the board.

Mixed-ability idea

Stronger students can complete all five sentences. Weaker students can focus on the first three sentences.

Suggested answers

- 1 What evidence is there that proves that the town has no future?
- 2 Does that mean that there have been cases where refugees caused trouble?
- 3 What evidence is there that they are poor?
- 4 Does that mean that people of different nationalities are unable to live together?
- 5 Does that mean that there is no work for anyone in the village?

Optional activity

Set up a role play in which different people from Riace are interviewed about life in the town. Divide students into two groups, A: immigrants and B: residents. A students should think about life as an immigrant and also write questions to ask residents. B students should think about life as a resident and think about questions to ask immigrants. Give students time to prepare their characters and questions with a member of their own group before pairing off ABAB to interview each other. Monitor, helping with vocabulary. Listen to some of their role plays with the class. Ask the rest of the class to make a note of what arguments are given that are facts or opinions. Check these ideas together at the end as feedback. Ask if the class agrees or disagrees which arguments are facts and which are opinions.

Refugees bring new life to a village

Riace is a small village in Calabria, which is a very pretty region of Italy but also a very poor one. Riace once had a population of 3,000, but in the 1990s a shortage of jobs meant that many of the residents, especially young people, left the village to find work in other places. The only school closed. There were no restaurants and very few stores. Many houses were empty. Riace was becoming a ghost town. But these days it's a different story because of one man whose dreams have turned Riace into a village with a future.

One day in 1998, Domenico Lucano, a teacher from Riace, was driving near the sea when he saw a large group of people on the beach. They were refugees who had arrived by boat to escape problems in their countries. Lucano had an idea of how to help these people and how they, in turn, might possibly help him save his village. He decided to welcome them into the village and to give



them food and accommodation in return for work. The refugees also had to learn Italian.

It was the beginning of a plan. Lucano created an organization called *Città Futura*, or "City of the Future." The idea was simple: Riace desperately needed more residents, and there were plenty of people in the world looking for a home. The village began to welcome refugees from Somalia, Afghanistan, Iraq, Lebanon, and other places. Lucano used buildings that had been empty for years to house the new arrivals, and he created workshops for them to work in.

Riace is now home to between two and three hundred immigrants, who live happily alongside the locals. Most of the women make handicrafts to sell in local shops, while the men renovate empty houses to rent to tourists. But it is not only the refugees who have gained from Lucano's plans: *Città Futura* also has 13 local employees, which makes it the biggest employer in the village. Because of the arrival of more children, the school is open again, too. Lucano, who became the mayor of Riace in 2004, has managed to create jobs and to stop the villagers from moving away, while at the same time helping some of the poorest and most desperate people in the world.

Many politicians have visited Riace hoping that they can use Lucano's ideas in their own towns and cities. The German film director Wim Wenders also went there and was inspired to make a short documentary about the village called *Il Volo (The Flight)*. Lucano himself came in third in the 2010 World Mayor contest and was praised for his courage and compassion.



■ TRAIN TO THINK

Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

1 Read the two statements (A). What is the purpose of the question (B) that follows each of them?

- 1 A Teenagers never want to travel anywhere with their parents.
B Does that mean that there has never been a young person who liked traveling with their parents?
- 2 A I'm convinced listening to music keeps you healthy.
B What evidence is there that supports that?

2 Here are things people said to Domenico Lucano when he was about to start his project. Work in pairs and find good questions that he could ask to separate opinions from facts.

- 1 All the young people are moving away. Our town has no future.
- 2 I'm sure these refugees are troublemakers.
- 3 Don't invite these people to our village. They're poor and will only create problems.
- 4 It's a bad idea to put people from different countries together. They'll start fighting.
- 5 These people can't survive in our village. There's just no work for them.

GRAMMAR

Relative clauses (review)

- 1 Read the sentences from the article about Riace. Look at the underlined parts. Then complete the rule by writing A, B, C, or D.

- A Riace is in Calabria, which is a very pretty region of Italy.
- B Lucano used buildings that had been empty for years to house the new arrivals.
- C They were refugees who had arrived by boat.
- D Lucano, who became mayor of Riace in 2004, has managed to create jobs.

RULE: We use a defining relative clause to identify an object (*which / that*), a person (*who / that*), a place (*where*), or a possession (*whose*). Without this information, it's hard to know who or what we're talking about. (e.g., ¹ _____ and ² _____)

We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it. (e.g., ³ _____ and ⁴ _____)

- 2 **SPEAKING** Complete each sentence with *who*, *which*, or *that*. Are they defining or non-defining relative clauses? Then decide if you agree with each statement or not, and discuss with a partner.

- 1 I don't understand people _____ decide to live in another country.
- 2 Sometimes people don't like the new people _____ come to their town.
- 3 I'd like to live in a country _____ has a different culture from mine.
- 4 Sometimes it's just a person's appearance _____ makes us like them or not.

- 3 Join the sentences to make one sentence by including a non-defining relative clause. Put commas in the correct places.

- 0 The people were tired. They had come a long way.
The people, who had come a long way, were tired.
- 1 The locals gave them food. They were kind.
- 2 Rome is an exciting place. It is my favorite city.
- 3 I've been reading a book by Carlos Fuentes. Fuentes is one of my favorite writers.
- 4 My neighbor Ruben has been living here for ten years. Ruben is from Guatemala.

which to refer to a whole clause

- 4 Read the two sentences from the article. What does *which* refer to in each sentence?

- 1 Riace is a small village in Calabria, **which** is a very pretty region of Italy.
- 2 *Città Futura* has 13 local employees, **which** makes it the biggest employer in the village.

- 5 Underline what *this* refers to in each of the second sentences below. Rewrite the sentences as one sentence.

- 0 A lot of tourists visit. This is good for the town.
A lot of tourists visit, which is good for the town.
- 1 Some people go and live in another country. This is not always easy.
- 2 You have to learn new customs. This can be challenging.
- 3 Some people are nervous about strangers. This makes life difficult for new arrivals.
- 4 Sometimes there are differences in culture. This often results in misunderstandings.

Workbook page 18

VOCABULARY

Groups of people

Complete each sentence with a word from the list.

the audience | pedestrians | residents
the crew | employees | employers
immigrants | politicians | refugees
drivers | the staff | inhabitants

- 0 People who watch a play / movie / concert are *the audience*.
- 1 People who walk on a street are called _____.
- 2 A group of people who work on a plane or ship are _____.
- 3 _____ are people that have a home in a specific place.
- 4 People who are paid to work for other people are called _____.
- 5 People who work in politics are called _____.
- 6 _____ are people who leave their own country because it's too difficult or dangerous to live there.
- 7 _____ pay others to work for them.
- 8 _____ are people who come to a different country to live there permanently.
- 9 A group of people who work for an organization are _____.
- 10 People who operate cars or trucks are called _____.
- 11 People who live in a particular place are the _____.

Workbook page 20

GRAMMAR

Relative clauses (review)

- 1 At this level, students will have seen relative clauses before, but they may still make mistakes forming sentences, particularly in the use of pronouns and in adding commas between non-defining clauses.

Ask students to read the sentences and then work with a partner to complete the rule. Check answers.

Rule

1 B 2 C 3 A 4 D

Optional activity

Write the following two sentences on the board:

A. *My cousin, who lives in San Diego, is a lawyer.*

B. *My cousin who lives in San Diego is a lawyer.*

Ask: *Which sentence tells us I have more than one cousin?*

(B: Which cousin? The one who lives in San Diego.) Elicit students' responses and reasons for their opinions.

- 2 **SPEAKING** Students work with a partner to complete the sentences. Check answers with the class.

Ask students to work in small groups to discuss whether or not they agree with the statements. Monitor to help with any difficulties and to prompt students to give reasons for their answers. Listen to some of their opinions during whole-class feedback.

Answers

1 who / that 2 who / that 3 which / that

4 which / that

They are all defining relative clauses.

Language note

Remind students that we do not use *that* as a relative pronoun in non-defining relative clauses.

- 3 Read the instructions and the example. Students work individually to complete sentences 1–4. Allow students to compare answers with a partner before feedback from the class. If you're short on time, assign this exercise for homework.

Answers

1 The local people, who were very kind, gave them food.
2 Rome, which is my favorite city, is an exciting place.
3 I've been reading a book by Carlos Fuentes, who is one of my favorite writers.
4 My neighbor Ruben, who is from Guatemala, has been living here for ten years.

Fast finishers

Ask students to write sentences about themselves or members of their family that include non-defining relative clauses. Give them an example to get them started, e.g.: *My father, who was born in Chile, moved to the U.S. in 1984.* Ask them to check that the non-defining clause adds extra information – the sentence should remain meaningful without it.

you check answers as a class. Explain that *which* can be used to refer both to specific things and to whole clauses. Sometimes we refer to this latter use of relative clauses as “comment clauses” because they often express the speaker's opinion about the statement.

Answers

- 1 Calabria (is a pretty region)
2 (The fact that) *Città Futura* has 13 local employees

- 5 This exercise gives more examples of *which* being used to refer to whole clauses. Read the example in class and point out that *which* is used to join the two sentences and makes the language more fluent and interesting. Students work in pairs to complete the exercise. Check answers with the class.

Answers

- 1 Some people go and live in another country, which is not always easy.
2 You have to learn new customs, which can be challenging.
3 Some people are nervous about strangers, which makes life difficult for new arrivals.
4 Sometimes there are differences in culture, which often results in misunderstandings.



Be aware of common errors related to *that* and *which* in relative clauses. Go to **Get it right!** on page 122.

Workbook page 18

VOCABULARY

Groups of people

Books closed. To introduce this topic, write *groups of people* in the center of the board and brainstorm names of different groups. Give some examples of your own to get them started (*Hollywood stars, students, men, city inhabitants*, etc.), and write the words for each group on the board. Alternatively, if you have access to an IWB, do an internet search for photos of different groups and display them onscreen for students to identify and name them. Write the words for later reference.

Books open. Read the list and check understanding. In pairs, students fill in the blanks in sentences 1–11. Check answers with the class.

Answers

- 1 pedestrians 2 the crew 3 Residents 4 employees
5 politicians 6 Refugees 7 Employers 8 Immigrants
9 staff 10 drivers 11 inhabitants

Fast finishers

Ask students to write similar definitions for the groups of people elicited during the lead-in.

Workbook page 20

which to refer to a whole clause

- 4 Look at the two examples. Ask students to underline the part of each sentence that *which* refers to. Ask students to compare their ideas in pairs before

LISTENING

Migration in nature

- 1 **SPEAKING** Books closed. As a lead-in, ask students: *Do wild animals always stay in the same place? Do you know any animals that move from one place to another? Why do they do this? When do they do this?* Give students two minutes to discuss their answers in pairs. Listen to some of their answers with the class and write any suitable examples of common migrating (or migratory) animals on the board.
- Books open. If there is an IWB available in the classroom, this activity would best be done as a whole-class activity onscreen. Display the pictures on the IWB. Say *wildebeest* and ask a student to choose the correct migration route, 1–3. The rest of the class agrees or disagrees with answers. Alternatively, students do the matching activity in their books in pairs. Do not check answers at this stage.
- 2 **1.12** Tell students they are going to listen to a radio interview about animal migration. Play the recording while students check their answers from Exercise 1. Tell them not to worry if they do not understand every word, but rather to focus on answering the question. Confirm answers together.

Answers

A 3 B 1 C 2

- 3 **1.12** Read the list of numbers with the class. Ask students to work with a partner to try to remember what the numbers refer to in the audio. Play the audio again for students to check their answers. During feedback encourage students to answer in full sentences by prompting students to do this, and praising those who do.

Answers

1 The distance in kilometers gray whales swim every year
2 The number of wildebeest that travel from Tanzania to Kenya every year 3 The distance in kilometers the wildebeest travel 4 The number of wildebeest that die on the journey every year 5 The distance in kilometers Arctic terns fly every year 6 The distance in kilometers an Arctic tern flies during its lifetime

- 4 **1.12** Give students time to read the sentences and check understanding. Clarify that all the sentences contain incorrect information. Students work together to correct the information in the sentences. If necessary, play the recording for a third time for students to check their answers.

Answers

1 Gray whales swim to Alaska to find food.
2 Gray whales can be found near California or Mexico in the winter.
3 The Mara River is near the end of the wildebeest's journey.
4 The Mara River is full of crocodiles.
5 Arctic terns do their journey every year.
6 People don't know how the terns always arrive at the same place.

- 5 **SPEAKING** Divide the class into pairs or small groups for students to discuss the questions. If

students have access to the Internet in the classroom, ask them to do a search to find other examples of migrating animals or birds. Monitor, helping with any questions about vocabulary. Listen to some of their ideas with the class as feedback.

FUNCTIONS

Expressing surprise

- 1 **1.12** Books closed. Ask students to think back to the last time they were surprised by something. Ask them to discuss in small groups what the situation was and how they reacted. Elicit what kind of expressions they said (or could have said) to express their surprise. Write any relevant expressions on the board.

Books open. Look at sentences 1–5 together. Play the recording again for students to listen and fill in the blanks. Pause after each phrase and ask students to repeat the phrase using suitable intonation. Encourage students to sound enthusiastic. Refer back to the expressions on the board, and practice their pronunciation with the class as well. Elicit any additional expressions of surprise students can think of.

Mixed-ability idea

Stronger students should try to fill in the blanks from memory before they listen again.

Answers

1 That's quite a (distance)! 2 Wow! (Unbelievable.)
3 (It's) amazing, (isn't it)? 4 That's (astounding).
5 (That's) incredible.

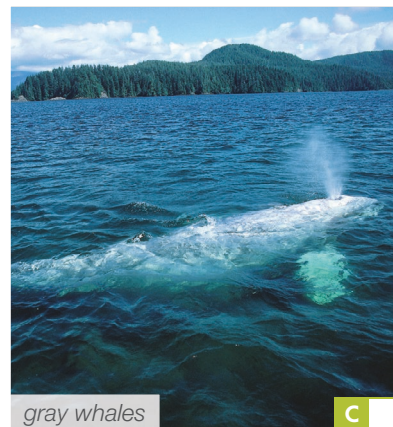
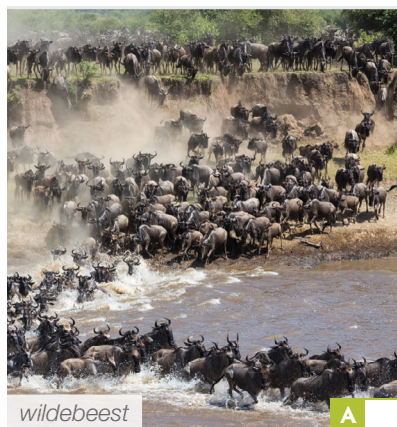
Language note

Note that in many situations people might use swearwords to express surprise. This is probably inappropriate to discuss in a school context. If students suggest any sensitive expressions, accept that the suggestion is valid, but gently steer the brainstorm away from these expressions by suggesting more neutral alternatives yourself and then eliciting phrases that are similar to your example. Note also that in many cultures the use of words associated with religious faith is tantamount to swearing and so is considered taboo!

- 2 Divide the class into AB pairs. Refer back to your discussion at the start of Exercise 1, where you discussed situations in which people are surprised. Spend a minute or two asking students to recall these ideas or suggest new ones. Students then work in their pairs to create their dialogues. Monitor to make sure students are asking follow-up questions and encourage them to continue the conversation where possible. If space allows, this activity also works well as a mingle activity, with students swapping partners after each exchange. Listen to some examples with the class as feedback. Ask the class to decide which dialogue they heard was the most entertaining.

LISTENING

Migration in nature



- 1 **SPEAKING** Look at the photos and the maps. Which animals in the photographs make which journeys in the maps? Discuss your ideas.
- 2 **1.12** Listen to a radio interview. Check your ideas. Write 1, 2, and 3 in the boxes.
- 3 **1.12** What do these numbers refer to? Listen again and check.

1 18,000	3 2,000	5 70,000
2 more than a million	4 250,000	6 2,000,000
- 4 **1.12** Correct these sentences. Listen again to check.
 - 1 Gray whales swim to Alaska to have their babies there.
 - 2 Gray whales can be found near Alaska in the winter.
 - 3 The Mara River is at the beginning of the wildebeest's journey.
 - 4 The Mara River is full of whales.
 - 5 Arctic terns do their journey only once in their lifetime.
 - 6 People know how the terns always arrive at the same place.
- 5 **SPEAKING** Work in small groups. Answer these questions.
 - 1 Which of the animal facts you heard do you think is the most interesting?
 - 2 Do you know about any other animals or birds who undertake amazing journeys?

FUNCTIONS

Expressing surprise

- 1 **1.12** Listen again to the radio interview. What phrases are used to express surprise? Can you think of any other phrases?
 - 1 _____ (distance)!
 - 2 _____ Unbelievable.
 - 3 It's _____, isn't it?
 - 4 _____ astounding.
 - 5 That's _____
- 2 Work in AB pairs. A thinks of something surprising. (You can invent something if you want!) A gives the information to B. B uses one of the expressions in Exercise 1 to reply and asks a follow-up question. Then A and B change roles.

Becca's Blog: From Miami to Mexico City

Five not-so-good things about living abroad

Regular readers of my blog already know that I'm a student living and studying in Mexico for a year. Overall it's turning out to be a great experience. But today I've decided to share some of the challenges that living abroad can bring about. Here we go.



A It's no vacation

You know those Hollywood movies where the foreigner is living a nice, easy, comfortable life in another country? Well, forget it. You have to do all kinds of things like open a bank account, find somewhere to live, pay bills, and so on. These things aren't easy, and they take time.

B Language problems

Before I came, I thought my Spanish was pretty good. But speaking it here isn't like speaking it in school. People talk to me like they talk to each other – fast! There's new vocabulary that you have to pick up. The first time I went to a hairdresser, I didn't know what to say! Speaking Spanish all day wears me out. Often, at night, I'll watch anything on TV in English! Anything!

C You might not like it

It's possible that after all the excitement of moving to another country, you become one of those foreigners who is unhappy abroad. I ran into some people who couldn't wait to leave Mexico after just a few weeks. Well, there's no country in the

world that suits everybody, right? It's always a risk.

D Homesickness

After a few weeks you'll start to miss all kinds of things (and people) from back home – that special food, that TV show, the friends you used to hang out with. Well, it's a phase you have to go through. If you're really homesick, go home. Otherwise, keep going; the homesickness won't last forever.

E Not everyone is happy that you're there

Most people are kind to me. But there are exceptions. Sometimes I go somewhere, and someone says something like, "Oh, no, not another American!" It's not nice to hear, but you have to put up with it.

Still, overall, I'm very happy to be here, and I have no regrets at all about coming. Sure, there are problems, but you can run into problems wherever you are. The experience gained by living abroad is invaluable. Living abroad is fun and a huge learning opportunity, too. It's made me more aware of the world.

READING

1 Look at the photo and the title of the blog, and make notes on the following.

- 1 Where do you think the woman is?
- 2 Where do you think she's from?
- 3 What is this blog entry about?

2 Read the blog and check your ideas.

3 Read the blog again and answer the questions.

- 1 What is Becca doing in Mexico?
- 2 Why does she say that it's "no vacation"?
- 3 Why is she sometimes tired at the end of the day?
- 4 How were some other foreigners different from her?
- 5 How does she suggest dealing with homesickness?
- 6 How does she deal with comments about her that she doesn't like?

VOCABULARY

Phrasal verbs (1)

1 Complete these sentences about the blog. Use the correct form of the phrasal verbs from the list. Then go back to the blog to check your answers.

put up with | bring about | run into | turn out
hang out with | pick up | go through | wear (me) out

- 1 You have to _____ a lot of new vocabulary.
- 2 Being homesick is a phase that you have to _____.
- 3 It's not nice to hear negative comments, but you have to _____ them.
- 4 Sometimes you miss the friends you used to _____.
- 5 Speaking another language all day _____.
- 6 Living abroad is _____ to be a great experience for me.
- 7 I _____ some people who wanted to leave Mexico.
- 8 Living abroad can _____ some challenges and difficulties.

Pronunciation

Phrasal verb stress

Go to page 120.



READING

- 1 Books closed. As a lead-in, ask: *If you could live in a foreign country, where would you live? Why?* Give students one minute to think of their answers. Divide the class into small groups for students to compare their answers. As feedback, hold a class vote to find out which country would be the most popular destination and why.

Books open. Read the instructions and questions with the class. Ask students to study the photo and the title and make notes on the questions. Predicting what you are going to read from visuals and titles is an important pre-reading skill that helps activate what the reader already knows about the subject and also provides information on the type of text to expect.

Answers

- 1 She's in Mexico. 2 She's from the U.S.
3 It's about living abroad.
- 2 Ask students to read the blog and check their ideas. Tell them not to worry if they do not understand every word, but rather to focus on getting a general understanding and finding the answers to the questions. Allow students to compare answers with a partner before feedback from the class.
- 3 Give students time to read the questions and check understanding. Check/clarify: *deal with* and *homesickness*. Students reread the blog and then compare answers with a partner before feedback from the class.

Answers

- 1 She's studying.
- 2 Because some movies give that impression of living abroad / Because she has to do lots of things you wouldn't do on vacation
- 3 Because she has to speak Spanish all day
- 4 Some were unhappy and wanted to leave.
- 5 If you're really homesick, go home. Otherwise, keep going because it won't last forever.
- 6 She tries to ignore them and concentrate on nice people she meets.

Optional activity

For extra credit, students could write a short blog post in which they imagine what a foreigner's experience of living in their country would be like. They can use Becca's blog as a model. Encourage them to be as creative and imaginative as possible. If your class has a social network group or page, ask the writers to post their articles there for the others to read and post comments. Allow other students to comment before you post your own comments. Focus on the positives of each writing rather than on any shortcomings. Students need a lot of encouragement to take on free writing assignments like this, so they deserve praise for their efforts.

VOCABULARY

Phrasal verbs (1)

- 1 Read the list of phrasal verbs with students and elicit the simple past and past participle forms of each one. Divide the class into pairs. Ask students to cover up the blog and try to complete sentences 1–8. When they have completed the sentences, students can look back at the blog to find the phrasal verbs and check their answers. Ask them also to deduce the meaning of each phrasal verb from the context. During whole-class feedback, elicit the meaning of the phrasal verbs by asking students to explain them in their own words or to give another example to illustrate their usage.

Mixed-ability idea

Weaker students could look through the blog to find the phrasal verbs in the list before they complete the exercise.

Answers

- 1 pick up 2 go through 3 put up with
4 hang out with 5 wears me out 6 turning out
7 ran into 8 bring about

FAST FINISHERS

Students close their books and try to write down as many of the eight phrasal verbs as they can remember. Then they open their books to check. Remind them to check all the parts of the phrasal verb: the main verb and any particles as well as the correct word order.

PRONUNCIATION 1.13 1.14

For pronunciation practice of phrasal verb stress, go to page 120.

- 2 Students work with a partner to match the phrasal verbs to their meanings. Check answers with the class. Clarify the meaning of the phrasal verbs by giving/eliciting further examples as needed.

Answers

- 1 run into 2 pick up 3 put up with 4 go through
5 turn out 6 hang out with 7 bring about

Optional activity

This activity could be done as a game of Memory, which focuses students' attention on the meanings of the verbs. Write each of the phrasal verbs and definitions on separate cards. Give one set of cards to each group of three or four students. Ask students to put all the cards face down on the table and take turns turning over two cards until they find a matching pair (phrasal verb/definition). The winner is the player with the most matching pairs at the end of the game.

- 3 Look at questions 1–6 with students and check understanding. Put students in pairs or small groups to discuss the questions. Monitor the use of phrasal verbs. Make a note of any good usage and ask students with correct responses to repeat their answers during whole-class feedback.

Workbook page 20

GRAMMAR

Omitting relative pronouns

- 1 Read the two sentences from the blog with students and write them on the board for clarity when explaining the answers. If you use an IWB, display and enlarge the examples from the exercise onscreen. Give students a minute to work with a partner and answer the questions. Elicit answers from the whole class and add *that* to the sentences on the board, with an arrow pointing to the object in each case.

Answers

- 1 It's a phase that you have to go through. (object)
2 You start to miss ... the friends that you used to hang out with. (object)

In pairs, students complete the rule. Check answers as a class. Make sure they understand that we can only omit pronouns in defining relative clauses. In non-defining relative clauses we must always use the pronouns.

Rule

- 1 object 2 subject

- 2 Read the instructions with students. Ask them to cover up the rule box in Exercise 1, and elicit when we can omit the pronoun and when we cannot. Students then work with a partner to complete the exercise. During whole-class feedback, ask students to say what the relative pronoun refers to in each sentence (2, 4: *subject*, 1, 3, 5: *object*).

Answers

- 1 X 2 ✓ 3 X 4 ✓ 5 X



Be aware of common errors related to relative pronouns. Go to Get it right! on page 123.

Reduced relative clauses

- 3 Read the sentences with students and write them on the board or, if you use an IWB, display and enlarge the examples in the exercise onscreen. Give students a minute to work with a partner and answer the questions. Then elicit answers from the whole class and add *that is* / *who is* to the sentences on the board. Point out that we use reduced relative clauses in written English to make sentences flow more easily and improve "readability." You could add that using them in written work is a good way to show test administrators that you have achieved a high level of language proficiency!

Answers

- 1 I'm a student who is living and studying in France.
2 The experience that is gained by living abroad is invaluable.

Ask students to complete the rule and check their ideas with a partner. Then check answers with the class.

Rule

B

- 4 Clarify that there is a mixture of reduced relative clauses and omitted relative pronouns in the paragraph. Ask students to work individually to complete the exercise. Allow students to compare answers with a partner before feedback from the class.

Answers

- 2 who are 3 who were 4 that 5 that 7 that

Fast finishers

Ask students to look back at the article on page 21 to find additional examples of relative pronouns as well as any sentences where relative pronouns have been or could be omitted.

Workbook page 19

THINK VALUES

Learning from other cultures

- 1 Remind students about the blog they read on page 24 before students imagine the situation. Give students two minutes to work individually to rank the five things.
- 2 Give students a minute to read sentences 1–5; then check understanding. Working individually, students decide which statements are true for them.
- 3 **SPEAKING** Divide the class into small groups for students to compare their answers. As feedback, hold a class vote and create a class ranking on the board. To encourage further discussion, this exercise can be done as a mingle activity, with students comparing their answers with a number of students until they find a student with the same, or very similar, answers to themselves.

2 Write the correct phrasal verb next to its definition.

- | | |
|--------------------------------------|-----------------|
| 0 make (someone) very tired | <u>wear out</u> |
| 1 meet by chance | _____ |
| 2 learn (informally) | _____ |
| 3 tolerate | _____ |
| 4 experience (a difficult situation) | _____ |
| 5 have a particular result | _____ |
| 6 spend time with | _____ |
| 7 make happen | _____ |

3 Answer the questions.

- Where do you like to hang out? And who with?
- What wears you out?
- Have you ever run into a teacher outside school?
- Can you think of any habits someone you know has that you have to put up with?
- What difficulties do people go through when they graduate from high school and start college?
- Do you think it's possible to pick up new words by listening to songs in English?

Workbook page 20

GRAMMAR

Omitting relative pronouns

1 Read the two sentences from the blog. Where can you put a relative pronoun in each sentence? Are these pronouns the subject or the object of the relative clause? Complete the rule with the words *subject* and *object*.

- It's a phase you have to go through.
- You start to miss ... the friends you used to hang out with.

RULE: When the relative pronouns *that* / *which* / *who* are the ¹_____ of a defining relative clause, they can be omitted. When they are the ²_____ of the defining relative clause, they can't be omitted.

2 Read these sentences. Put a check (✓) if you can omit the pronoun in *italics* or an X (X) if you can't omit it.

- | | |
|---|--------------------------|
| 1 I ran into some people <i>who</i> couldn't wait to leave. | <input type="checkbox"/> |
| 2 I've decided to share some of the challenges <i>that</i> living abroad can bring about. | <input type="checkbox"/> |
| 3 You become one of those foreigners <i>who</i> is unhappy abroad. | <input type="checkbox"/> |
| 4 There's new vocabulary <i>that</i> you have to pick up. | <input type="checkbox"/> |
| 5 There's no country in the world <i>that</i> suits everybody. | <input type="checkbox"/> |

Reduced relative clauses

3 Read these sentences. Where could you put the words *that is* and *who is*? Then check the correct box in the rule.

- I'm a student living and studying in Mexico.
- The experience gained by living abroad is invaluable.

RULE: When relative clauses begin with a relative pronoun + the auxiliary verb *be*, we can omit:

- A ☐ only the relative pronoun
 B ☐ the relative pronoun + the verb *be*

4 Cross out the words / phrases in *italics* than can be left out.

Baseball players ¹*who* come from other countries to play in the U.S. often have problems. Some of the players ²*who are* playing in the U.S. can sometimes feel homesick. And then there are things like food – people ³*who were* brought up on spicy food or exotic fruit don't always like typical American food. But the biggest problems ⁴*that* they face seem to be the weather and the language. The countries ⁵*that they* come from might have warm weather all year, which most of the U.S. doesn't. It isn't always easy for players ⁶*who* come from Brazil or Mexico, for example, to adapt to the snow and cold ⁷*that* they experience in the U.S. And not all the foreign players learn English very well – the ones ⁸*who* do, tend to find it easier to adapt.

Workbook page 19

THINK VALUES

Learning from other cultures

1 Imagine you live in another country. Put the things in Becca's blog (A, B, C, D, E) in order (1 = the most difficult, 5 = the least difficult).


- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2 Choose the options that are true for you in these statements. Make notes about your reasons.

- I'd like* / *I wouldn't like* to visit other countries.
- I'd like* / *I wouldn't like* to live in another country.
- I'm interested* / *I'm not interested* in other cultures.
- Knowing about other cultures *helps* / *doesn't help* me understand my own culture.
- I think* / *I don't think* studying abroad really helps you understand a language.

3 **SPEAKING** Compare your ideas with the class. How similar or different are you?

Culture

- 1 Look at the photos. What do they all have in common?
- 2  1.15 Read and listen to the article and check your answers.

Nomadic People

Most of us are used to living in the same place – every day, all year round, we go “home.” But for some people around the world, home is a place that moves. Here are three groups of people who have a nomadic way of life.

A The Tuareg

In the central part of northern Africa, which is mostly desert, you can find the Tuareg people, who call themselves *Imohag*, meaning “free people.” Most of the Tuareg people are found in Mali, Niger, and Algeria, although some can also be found in Libya and Burkina Faso. Being nomadic people, however, they regularly cross national borders.

They have their own language (Tuareg), which is spoken by around 1.2 million people, but many Tuareg people also speak Arabic and/or French. The Tuareg people are mostly Muslim, although some traditional beliefs remain from before the arrival of Islam.

In the past, the Tuareg moved around the desert areas with their cattle, mainly between places where water could be found. Due to the formation of new countries and



stricter borders, severe droughts, and urbanization, nomadic life became more difficult in the 20th century. This led many Tuareg people to settle in towns and cities.

Sometimes the Tuareg are called “the blue people of the Sahara” because of the blue turbans that the men wear, which often gives their skin a blue color.

B The Shaksavan

This tribe lives in an area of northwest Iran and eastern Azerbaijan. There are approximately 100,000 people in it. In the spring the Shaksavan move from their winter home in Azerbaijan to their camps near Mount Sabalan, about 200 kilometers south, for the summer. Their journey usually takes three or four weeks. Each day they travel from midnight to noon, after which the heat prevents travel. Traditionally, the women and children traveled on camels, and the men rode horses or walked, but increasingly the Shaksavan are using trucks and tractors.

When they reach their destination, everyone (including children) is involved in setting up the main camp, consisting of various types of tents. They stay there until September, when the return journey begins.

Many of the Shaksavan believe that their way of life is dying out, that their grandchildren will not do the annual migration anymore.

C Aborigines

The Aboriginal people of Australia have been living there for 40,000 years, since long before Europeans arrived. But they are not one single group – for example, there are more than 200 different languages spoken by the Aborigines.




The Aborigines are hunters and gatherers, almost always on the move. Principally it is the women who gather food and care for the children, while the men are the hunters. They have very few possessions, and the ones they have are mostly light, since they need to keep moving in search of food and to maintain a balanced diet (they eat seeds, fruit, and vegetables as well as small animals, snakes, and insects).

Occasionally, however, groups or families of Aborigines decide to settle in a place and form villages.



CULTURE

Nomadic people

- 1 If there is an IWB available in the classroom, this activity would best be done as a whole-class activity onscreen. Display the photos and elicit from individuals what they have in common. Alternatively, students can look at pictures in their books in pairs and answer the question before whole-class feedback.
- 2  1.15 Play the audio while students read and listen to the article to check their ideas from Exercise 1. Tell students not to worry if they do not understand every word – they should just focus on answering the question. Ask students to check their answer with a partner before feedback from the class.

Suggested answer

They all have a nomadic way of life.

- 3 Give students a minute or two to read the sentences and circle the key information that they need to look for. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

1 B 2 C 3 A,C 4 C 5 A 6 A,B

- 4 **VOCABULARY** Students scan the article to find the highlighted words. They then compare the definitions to the context they appear in to decide which words match which definition. Check answers together and elicit some additional examples from the students to clarify the meaning of any of the more challenging words.

Mixed-ability idea

Ask stronger students to cover up the definitions. Give them two minutes to find the highlighted words in the article and discuss their meanings with a partner. Students uncover the definitions to check their ideas and complete the exercise.

Answers

1 national borders 2 destination 3 diet 4 droughts
5 principally 6 possessions 7 annual 8 remain

SPEAKING

In pairs or small groups, students discuss the questions. Monitor, encouraging students to answer in full sentences. Make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and praise the student who used them. As feedback, ask for volunteers to report back to the class on their discussion. Invite comments from the rest of the class.

WRITING

An informal email

Background information

The **Inuit** are a group of culturally similar indigenous peoples who inhabit one of the harshest environments on Earth: the Arctic regions of Canada, the U.S., and Greenland. Altogether there are around 120,000 Inuit. (*Inuit* is the plural form of the word *Inuk* and means *the people*.) They are thought to have migrated across the Bering land bridge between Mongolia and Alaska between 6,000 and 2,000 BCE. For thousands of years they were nomads, living in small groups and following the big animals they hunted: seal, whale, and caribou. Today many Inuit live in permanent communities but spend several months a year hunting animals over a large area.

- 1 Tell students they are going to read an informal email from a girl who is staying with the Inuit people in northern Canada. Check/clarify *Inuit*. Students read the article to answer the questions. Set a two-minute time limit to encourage them to read quickly

and focus on the questions. Allow them to compare answers with a partner before checking with the class.

Answers

1 10 days 2 A couple of days ago 3 Their patience

- 2 Divide the class into pairs for students to find the informal expressions. Check answers as a class. Explain that *register* – the level, style, and language of a piece of writing – is an important thing to consider when writing a text. Explain that in order to decide what degree of formality is appropriate, it is always advisable to confirm who the intended reader or recipient is, what the writer's relationship is with them, and what the purpose of writing to them is.

Answers

1 lots 2 here I am at last 3 said I could go along with them
4 I'm so excited 5 how I'm doing
6 a couple of days ago

- 3 Read the instructions with the class. Working individually, students make notes in preparation for writing an email. Monitor to help with any questions. Encourage them to use some of the vocabulary from the article but not to copy large chunks of it.
- 4 Set the writing task for homework. Students write the email individually. When they have written their emails, you could ask students to exchange their emails with a partner. If students have access to the Internet in the classroom, they could send each other their messages, for added authenticity. Ask them to read and evaluate their partner's writing on the basis of **content** (How interesting were the ideas?), **organization** (Did each paragraph include a clear and distinct idea like the model answer?), **communicative purpose** (Were you convinced by it?), and **language** (Is the email written in reasonably error-free and clear informal language?).

If you correct the writing yourself, focus on how well students have communicated, how clear and easy their writing is to follow, and whether they wrote about relevant details. Avoid focusing too much on accuracy – a heavily corrected piece of writing is more likely to demotivate learners than to make them try harder next time.

3 According to the article, which group (A, B, and/or C):

- 1 only travels twice a year? _____
- 2 doesn't own many things? _____
- 3 speaks more than one language? _____
- 4 sometimes creates villages? _____
- 5 moves from one country to another? _____
- 6 has seen their lifestyle change? _____

4 VOCABULARY Match the highlighted words in the article to the definitions.

- 1 places where one country ends and another begins _____
- 2 on a journey or trip, the place you want to get to _____
- 3 all the things that you eat _____
- 4 times when there is little or no rain _____
- 5 mainly _____
- 6 things that people have and keep _____
- 7 happening once every year _____
- 8 stay, continue _____

SPEAKING

Work with a partner. Discuss the following questions.

- 1 Do you know of any other groups of people who are nomadic? What do you know about their culture?
- 2 What might be the advantages and disadvantages of a nomadic lifestyle?
- 3 The article says that many of the Shahsavans believe that their grandchildren won't live in the same way. Why do you think that might be?

WRITING

An informal email

1 Read Karen's email and answer the questions.

- 1 How long has she been with the Inuit people?
- 2 When did she try to catch a seal?
- 3 What does she say is most impressive about the Inuit?

2 Underline the informal words or phrases in the email that mean:

- 1 a great deal
- 2 I have finally arrived
- 3 agreed that I could accompany them
- 4 I am extremely happy
- 5 my experiences here
- 6 one or two days ago

Hi James,

How are you doing? Hope you're OK!

Well, here I am at last – living in northern Canada with the nomadic Inuit people. You know that I've been wanting to do this for years, and my dream has finally come true. I'm so excited to be here.

I got here ten days ago and met a family who said I could go along with them to hunt. I've already done some amazing things – sleeping in an igloo, for example, and watching the Inuit people go hunting for fish and for small animals.

The most difficult thing to deal with, of course, is the cold. There's also the fact that you have to keep moving every few days to find food. The way they hunt is interesting. The Inuit make a hole in the ice and hope that a seal will appear so that they can catch it. I went hunting with my host dad a couple of days ago – he showed me how to make a hole and then we stood for six hours in the freezing cold, waiting for a seal to appear. It never came. I got so fed up. But then I thought, hey, the Inuit people do this every day, sometimes waiting for ten hours. And sometimes they catch a seal, and sometimes they don't. What's my problem? What amazes me most about them is their patience, and my own is getting lots better!

Well, I'll write and tell you more about how I'm doing when I can. Hope you're well!

All the best,

Karen

3 Imagine you are spending two weeks living with one of the nomadic tribes mentioned in the article.

- Choose which of the three groups you are living with.
- Decide what things in general have been good / not so good about your experiences so far.
- Decide on one specific thing about their life that has really impressed you.

4 You're going to write an email to an English-speaking friend.

- Make sure to start and end your email appropriately.
- Talk generally about your experiences first. Then move on to more specific details.
- Write 150–200 words.
- Check your writing to make sure that your language is informal.

READING AND USE OF ENGLISH

Part 4: Key word transformations

Workbook page 17

1 For questions 1–6 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

0 I think taking the 8 p.m. train is the best idea.

PREFER

I'd *prefer to take* the 8 p.m. train.

1 I've been studying all day, and I'm really tired.

OUT

Studying all day has really _____.

2 I wish I hadn't gone to bed so late.

REGRET

I _____ to bed so late.

3 I got really annoyed by Paul and Dave laughing all the time.

WHICH

Paul and Dave kept laughing, _____ me.

4 I don't know how you tolerate him.

PUT

I don't know how you _____ him.

5 Oh no! I didn't mail her birthday card on the way home.

FORGOT

I _____ her birthday card on the way home.

6 Getting up early in the morning is the worst thing.

STAND

I _____ up early in the morning.

WRITING

Part 2: An article

Workbook page 25

2 You have seen this announcement in an international magazine.



The place I would most like to visit

Where is it?
Why do you want to go there?
What would you do there?



The best article will be published in next month's magazine.

COMPETITION

Write your article in 140–190 words.

Reading and Use of English

Part 4: Key word transformations

1

Workbook page 17

Answers

- 1 worn me out 2 regret going / having gone
3 which really annoyed 4 put up with
5 forgot to mail 6 can't stand getting

Writing

Part 2: An article

2

Workbook page 25

TEST YOURSELF UNITS 1 & 2

VOCABULARY

1

Answers

- 1 wandering 2 ran into 3 refugees 4 go through
5 guilty 6 employees 7 residents 8 crawl
9 puzzled 10 turned out

GRAMMAR

2

Answers

- 1 to go 2 falling 3 to do 4 to live 5 doing
6 living

3

Answers

- 1 I really like that guy ~~which~~ who plays Sam on TV.
2 My brother Julian ~~that~~, who lives in New York, is coming to visit.
3 It isn't a movie ~~which~~ that makes everyone laugh.
4 The man ~~what~~ who / that plays the drums in the band is over there.
5 He broke my phone, ~~what~~ which means he has to buy me a new one.
6 She's the runner who / that won the gold medal.

FUNCTIONAL LANGUAGE

4

Answers

- 1 quite a, amazing 2 unbelievable, incredible
3 bet, can't 4 will, challenge

TEST YOURSELF

UNITS 1 & 2

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words.

refugees | turned out | wandering | puzzled | stuck | residents | guilty
employees | rushing | go through | immigrants | ran into | worn out | crawl

- 1 Sally was _____ slowly around the store looking for a present for her mom's birthday.
- 2 I hadn't seen Marie for ages, but yesterday I _____ her at the movie theater.
- 3 I saw a documentary about _____ fleeing across borders to escape the war.
- 4 I'm so happy that I passed my driving test. It was awful, and I wouldn't want to _____ that again!
- 5 You haven't done anything wrong. You don't have to feel _____ about anything, OK?
- 6 Mr. Sawyer runs a small business. He has four _____ who work for him.
- 7 They are all local _____. Most of them live on the streets near us.
- 8 My little sister can't walk yet, but she can _____ really fast!
- 9 I was _____ by my friend's reaction. I couldn't understand why she laughed.
- 10 The beginning of the show was very sad, but it all _____ well in the end.

/10

GRAMMAR

2 Complete the sentences. Use the verbs in the list, either with *to* + infinitive or with a gerund (-ing form). Use two of the verbs twice.

do | go | live | fall

- 1 Yesterday my friends decided _____ to the beach to play volleyball.
- 2 My brother says he remembers _____ out of bed when he was two years old.
- 3 Jack always forgets _____ his homework and then gets in trouble.
- 4 I want _____ in a little apartment in Paris one day.
- 5 I don't mind _____ the dishes at home.
- 6 I hate being in an empty house. I can't imagine _____ alone.

3 Find and correct the mistake in each sentence.

- 1 I really like that guy which plays Sam on TV.
- 2 My brother Julian that lives in New York is coming to visit.
- 3 It isn't a movie makes everyone laugh.
- 4 The man what plays the drums in the band is over there.
- 5 He broke my phone, what means he has to buy me a new one.
- 6 She's the runner won the gold medal.

/12

FUNCTIONAL LANGUAGE

4 Choose the correct options.

- 1 A Next week Rebecca's going to run a 15-kilometer race. That's *quite a / really* distance.
B Yes, it is. And she only started running a month ago, too. That's *amazing / awful*.
- 2 A I heard that you got 95 percent. That's *OK / unbelievable*. Well done!
B Thanks. I could hardly believe it. And my parents thought it was *incredible / quite*.
- 3 A *I'm betting / bet* you can't say "Good morning" in five different languages.
B Well, you're right – I *can / can't*.
- 4 A You *can / will* never manage to stay off the Internet for two days.
B Mm, I think you're right, but I *challenge / can challenge* you to stop using email for a week!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9