

- Make sure that students recognise that *knocked down* and *based* have an *-ed* ending because they are in the passive form. Point out also the passive structure *need + -ing* (*needs renovating*).
- Check that students understand what tense is used in sentence 5, and why (the present perfect, because it is talking about a change that has happened in the past, continuing up to the present).

PRONUNCIATION

Aim

to practise the stress in adjectives and verbs to describe buildings and areas

- 4 ●9 Ask students to listen and repeat the words, paying particular attention to the stress. Alternatively, ask them to listen and mark the stress on the words (see underlining in script), then listen again and repeat.

9

affluent, grand, deprived, hideous, high-rise, historic, rough, run-down, stunning, trendy, up-and-coming, be based, date back to, dominate, house, soar, knock down, steer clear of, renovate

Background language notes for teachers

- Note that, in phrasal verbs and compound adjectives, the strong stress is usually on the second part, e.g. *knock down* and *run-down*. There are exceptions, though: *high-rise*, for example.
- Note also the pronunciation of *rough* /rʌf/, *soar* /sɔː/, *steer clear* /stɪə klɪə/, and the verb *house* /haʊz/.

Teacher development: noticing stress

- Get students to notice stress by writing key words and asking them to mark the stress by underlining the stressed syllable or putting a dot over the syllable:

● *affluent* ● *hideous*

- As you model and drill words, or as students listen and repeat words from a recording, signal the stress by using your fingers. For example, when modelling *affluent*, hold up three fingers of your left hand, and point to the first finger with your right hand to signal the stressed syllable.

Optional extra activity Ask students to match words with the same syllables and stress (e.g. *affluent* / *hideous*, *grand* / *rough*, *deprived* / *run-down*, *dominate* / *renovate*, *high-rise* / *trendy*).

- 5 Organise the class into small groups of three to five students. Ask them to brainstorm ideas and think of different ways of describing places. Elicit a few examples from the class first, or suggest some examples if students need some guidance, e.g. *There is a grand town hall in the centre; it dates back to 1800; Newton to the north of the city is an affluent area.*

- Monitor closely and note interesting and useful language, as well as errors. In feedback, look at good

pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Optional extra activity Write the following types of people on the board: *an artist, an ambassador, a princess, a hip hop DJ, an architect, a homeless person, a student, a drug dealer, a teacher.*

- Ask students in pairs or groups to describe where they think these people might live.

LISTENING

Aim

to give students practice in listening for key information and taking notes

- 6 ●10 Lead in by asking students to look at the picture of Belgrade. Ask: *What can you see in the picture? What do you think Belgrade is like from the picture?* If any of your students know the city, ask them to share any information or impressions they have.

- Give students a couple of minutes to look through the table and check they understand what they need to do.
- Play the recording. Ask students to listen and take notes. You may wish to ask students to copy the table into their notebooks on a full page to allow plenty of space to write notes.
- Let students compare their answers in pairs before discussing the answers as a class.

Answers

New Belgrade	Lots of high-rise blocks / an up-and-coming area / lots of new businesses are based there.
the Arena	Big concerts / sports events held there. One of the biggest entertainment venues in Europe; where they held the Eurovision Song Contest.
the Ada Bridge	It's new / it only opened a few years ago / it looks very impressive / it's lit up at night.
Manakova Kuca	'Manak's House' ethnological museum / houses a collection of old national costumes and embroidery.
St Mark's Church	Built late 1930s – on site of older church. Contains tomb of a great Serbian emperor.
Kalemegdan Fortress	One of the most historic buildings in the city.
the Victor Monument	Erected after First World War / one of the city's most famous monuments.
Dedinje	One of the more affluent areas / lots of celebrities and old aristocratic families live there / a lot of embassies and grand houses.

10

M: What a lovely day!

I: Yeah, it's nice, isn't it? It's been a really warm autumn.

M: So, where are we?

I: Well, the bit we've just been through, with all the high-rise blocks, is what we call New Belgrade. It's the big up-and-coming area as all the new businesses are relocating here. And I don't know if you can see it or not, but just behind us, over to the right, is the Arena, which is where all the big concerts and sports events are held. It's one of the biggest entertainment venues in Europe.

M: Yeah, I think I did catch a glimpse of it.

I: You might've seen it on TV – it's the place they held the Eurovision Song Contest.

M: Oh, right. To be honest, I'm not really that keen on Eurovision. It's not really my kind of thing.

I: No? Well, I guess you never win these days! Anyway, now we're crossing over the River Sava into Old Belgrade.

M: Wow! The river looks wonderful.

I: Yeah, it's great. In the summer, we often go out on little boats or have dinner down by the waterside.

M: Oh, that sounds lovely. And what's that big bridge over there?

I: That's the Ada Bridge. It's quite new, actually. It only opened a few years ago.

M: It's very impressive.

I: It looks even better when it's lit up at night.

M: Mmmm.

I: And just down there, there's a little street called Gavrilica Principa Street, which is where Manakova Kuca – Manak's House – is located. It's an ethnological museum and it houses an amazing collection of old national costumes and embroidery and stuff.

M: OK. I'll check that out if I have time. What's that building over there?

I: Oh, that's St Mark's Church.

M: Wow! That's a stunning building. How old is it?

I: Not that old, actually. It was built in the late 1930s or something, but it's on the site of a much older church. It contains the tomb of Stefan Dusan, who was perhaps the greatest Serbian emperor ever.

M: Oh, OK.

I: And if you want to walk around here later, you're quite close to the Kalemegdan Fortress, one of the most historic buildings in Belgrade. There's the Victor Monument up there as well, which was erected after the First World War. It's one of the city's most famous landmarks.

M: Right. Well, I'll have to remember to take my camera with me up there, then.

I: And now we're coming up to Dedinje, which is one of the more affluent parts of the city. It's where all the celebrities and the old aristocratic families live – and a lot of the embassies are based here as well.

M: The houses certainly do look very grand.

I: Yeah, they're amazing.

Teacher development: listening and note-taking

- Taking notes while listening is a demanding skill, so you need to prepare students carefully to do this task, and give them lots of support.
- Tell students not to write as they listen the first time. As soon as the recording has finished, put them in pairs to complete the table as fully as they can. Encourage students to write in shorthand, and to leave spaces for information they have missed.
- When you play the recording a second time, pause after the speaker's description of each building or area, allowing students to add to their notes. Let students compare in detail with their partner before checking the answers.

Culture notes

- Belgrade (pronounced /'bɛlɡreɪd/ in English) is the capital of Serbia and is located where the Sava River meets the Danube. Over 1 million people live there.
- The Eurovision Song Contest is an annual song competition held among member countries of the European Broadcasting Union. It began in 1956. Each member submits a song, and people in each country vote for the best song. Serbia has won once, in 2007. The UK has won five times, but its last victory came in 1997.

Communicative activity worksheet The photocopiable worksheet on page 254 can be used at this point or at the end of the unit for further practice.

GRAMMAR Relative clauses

Aim

to check and develop students' understanding and use of relative clauses to add information about nouns or clauses

- 7 Read through the example sentences, taken from the conversation in Exercise 6, as a class.

- Ask students in pairs to look closely at the example sentences and discuss the questions. They can then check their answers using the Grammar reference on page 167.
- With some classes you may prefer to elicit answers from the class and clarify any issues, giving further explanations as necessary.

Answers

- Sentences a, b and d
- a, b and d
- b (If the sentence already makes sense without the extra information, add a comma.)
- answers might include *that, whose, whom, when, where, why*.
- No. When we're not using commas before the relative clauses – in other words, when we're using defining relative clauses – the relative pronoun can be left out if the pronoun is the object of the relative clause, e.g. *Where's that money (that / which) I lent you yesterday* – I lent you the money, so *that / which* is the object of this clause.

G Students complete Exercise 1 in the Grammar reference on page 167.

Answers to Exercise 1, Grammar reference

- 1 We're meeting Jaime later. You know, the guy whose brother got us the tickets for the match.
- 2 People lived in houses carved out of the rock, most of which have been destroyed.
- 3 Apparently, the hotel where we're staying in Vienna overlooks the river.
- 4 The 19th of July celebrates the day that we gained independence.
- 5 It took us ages to get there, by which time we were starving.
- 6 The first place we will stop at is the Cavern Club, which is where the Beatles started out.
- 7 The monument honours those who died during the war, many of whom came from this city.

Background language notes for teachers: relative clauses

If students ask or seem confused about any of the following areas you might want to share some of this information with them.

- When adding a relative clause with non-essential information, we must add a comma, and we must use a relative pronoun (*who, which, where, etc.*). The relative pronoun *that* cannot be used. These are often called *non-defining* clauses in grammar books.
- When adding a relative clause with essential information, we don't use a comma. We must use a subject relative pronoun (*who, which, where, etc.*) but object relative pronouns are often omitted. *That* can replace *who* or *which*. These are often called *defining clauses* in grammar books.
- Other relative pronouns used include *where* (with places: *I was in the house where I once lived*), *when* (with time: *It was a sunny day when she left*); and *whom* (a formal and slightly old-fashioned use with indirect objects: *To whom am I speaking?*).
- **Pronunciation:** Note that, when speaking, there is a pause at the point where the comma is in a sentence containing a clause with non-essential information.

- 8** Elicit from students how the sentences have been changed in the example (the comma added, and the relative pronoun *who* used instead of the subject pronoun *he*).
- Ask students to rewrite the sentences. Set a time limit of five minutes, and monitor what your students write. Use the monitoring stage to prompt students with ideas or to prompt them to self-correct. You should also use this stage to gauge how well students have understood and can apply rules.
 - Once students have completed their sentences, ask them to check with a partner. Have a brief feedback session and find out what problems students had.

Answers

- 2 We're coming up to Dedinje, which is one of the more affluent parts of the city.
- 3 Just behind us, over to the right, is Santa Catalina Cathedral, which is (actually) where I was (actually) married. (Note that *actually* can go in either position. Note also that *Santa Catalina Cathedral, where I was married* is also possible.)
- 4 And that building over there is the Courts of Justice, where I got divorced! / which is where I got divorced!
- 5 This shop on the left is run by my friend Zora, whose son plays professional football in Turkey now.
- 6 I started working in that office over there in 2003, at which time the area was already starting to boom.
- 7 They produce tiles in that factory, most of which they export / most of which are exported to northern Europe.

G For further practice see Exercises 2 and 3 in the Grammar reference on page 168

Answers to Exercise 2, Grammar reference

- | | |
|-----------------|---------------------|
| 1 who | 6 during which time |
| 2 where | 7 which |
| 3 most of whom | 8 at which point |
| 4 by which time | 9 none of which |
| 5 some of which | |

Answers to Exercise 3, Grammar reference

- 1 We saw Big Ben, Buckingham Palace, Tower Bridge and the London Eye, all of which were amazing / which were all amazing.
- 2 There were loads of recommendations on the internet, most of which were really helpful.
- 3 We stayed out dancing until two in the morning, by which time I was completely exhausted!
- 4 We spent a week in Bolivia, during which time the election was on.
- 5 We spent two days in Bergen, where my girlfriend has family, and then drove down to Stavanger.
- 6 Chen's grandfather, who is 97, still lives at home with the rest of the family.

Optional extra activity Write the following sentence on the board:

- Peter Smith met a strange girl in a café last week.*
- Ask students in pairs to rewrite the sentence in as many different ways as they can by adding a relative clause each time, e.g. *Peter Smith, who went to my school, met a strange girl in a café last week.*
Peter Smith met a strange girl who had orange hair in a café last week.
 - In feedback, comment on and correct examples, and find out which pair made the most correct sentences, and which pair came up with the best example.

DEVELOPING CONVERSATIONS

Agreeing using synonyms

Aim

to practise using synonyms to agree with statements

9 Read the example and the information in the box as a class.

- Ask students to brainstorm synonyms they could use with each of the adjectives used in statements 1–6 in the exercise. Build up a list on the board and explain why any suggestions don't work.
- Ask students in pairs to take turns saying and agreeing with the statements. Start by modelling the activity with a reliable student.

Teacher: *That's a really hideous building!*

Student: *Yeah, it's really ugly, isn't it?*

Possible answers

- 1 Yeah, it's really ugly, isn't it?
- 2 Yeah, they're very grand / they're incredible, aren't they?
- 3 Yes, it's amazing / very grand / beautiful, isn't it?
- 4 Yes, it's lovely.
- 5 Yes, it's very deprived / poor.
- 6 Yes, it looks very affluent.

Pronunciation notes

Note that in these exchanges, speakers should stress both the adjectives and words like *very* and *really* strongly.

CONVERSATION PRACTICE

Aim

to practise language from the lesson in a free, communicative, personalised speaking activity

10 Start by asking students to decide which city they want to describe, and to think of places and areas within the city. Have a brief feedback session at this stage, and make sure students all have somewhere to talk about.

- Ask students to note down phrases they could use to describe each part, e.g. *city centre: grand mansions, historical bridge; old town area: run-down shops, rough part of town with a lot of crime*. Encourage students to revise language from the unit.

- 11** Organise the class into pairs. Ask each pair to decide who is to play the visitor and who is to be the driver. Tell them to look through the speaking guide and think about what they might say at each prompt. When students are ready, ask them to roleplay the conversation.
- When students have finished, ask them to swap roles and act out the conversation again.
 - Monitor the students and note errors and good uses of language. At the end, ask various students to say what they found out about their partner's city. Then feedback on errors with the class.

- Use the opportunity in feedback to look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better. You could write some useful new phrases on the board with gaps and ask the whole class to complete the sentences.

Optional extra activity Tell students that you are going to read out a list and they must write down an example of each thing you say. Read out the following list:

- 1 a city you'd steer clear of
- 2 a building that dominates a major world city
- 3 the grandest building you've ever been in
- 4 a historical building which nobody else in the class has heard of
- 5 a stunning view
- 6 an up-and-coming holiday destination
- 7 a city that dates back to Roman times (not Rome!)
- 8 a European country which has never won the Eurovision Song Contest (Portugal, Poland, Croatia, Czech Republic, Iceland, Slovakia, Slovenia, Lithuania, Bulgaria and Romania, among others, haven't won the Eurovision Song Contest)

Students compare their lists in pairs and discuss their choices.

2 Refer students to the video and activities on the DVD-ROM.

Teacher development: using the video

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

Web research activity

- Ask students to find out as much as they can about Belgrade. Ask them to find the ten facts that interest them most about the city. They could research its geography, its history, any other important monuments or areas, its cultural life, its population, traditions, etc.
- In the next lesson, students can compare their facts in class to see who found the most interesting facts about the city.
- Search terms: *Belgrade (+ history / culture / monuments / areas / interesting facts)*

A CARNIVAL ATMOSPHERE

Student's Book pages 18–19

Communicative outcomes

In this two-page spread, students will learn how to give more interesting and detailed descriptions of festivals and carnivals and will read and discuss an email about the carnival in Venice.

VOCABULARY Festivals and carnivals

Aim

to introduce students to the topic of festivals and carnivals; to introduce a range of collocations to describe festival activities

- Ask students in pairs to answer the questions about the photo. Set a time limit of three to five minutes.
 - In feedback, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

Answer

The photo shows the Rex parade on Mardi Gras Day (Fat Tuesday or Shrove Tuesday) in New Orleans, Louisiana, USA.
A float is going down the street and people are taking photos.
Mardi Gras celebrates the beginning of Lent.

- Ask students to match the words to the picture.
 - Take some brief feedback. Briefly drill the words, paying attention to the strong stress in each word.

Answers

The photo shows costumes, a float, masks, a parade

Background language notes for teachers

A *float* is a large vehicle that is decorated for a parade. *Confetti* is paper or rice that you throw at people at weddings.

Note the strong stress: *bonfire*, *confetti*, *costume*, *fireworks display*, *parade*, *sound system*.

- Tell students they're going to use some common collocations for talking about festivals and carnivals. Elicit the missing noun for the first item from the class.
 - Let students complete the exercise, then check their answers in pairs before discussing as a class.
 - Take brief class feedback, and check the meaning and pronunciation of any unknown words.

Answers

- | | |
|----------------|---------------------|
| 1 mask | 6 band |
| 2 float | 7 fireworks display |
| 3 sound system | 8 parade |
| 4 costume | 9 confetti |
| 5 bonfire | |

Background language notes for teachers

ornate = if something is *ornate* it is highly decorated with a lot of detail, e.g. writers have a very *ornate* style if they use lots of unusual words and complicated sentences.
hold a parade = organise a parade
showered with = if you are showered with something, something falls on you or is thrown at you (usually a liquid or small pieces of something) e.g. *As Ann opened the packet of broken biscuits I was showered with crumbs.*
sweep up = clean with a brush

- Ask students in pairs to share examples and experiences using the collocations.
 - Ask any student with a particularly interesting experience to share it with the class, or reformulate any good examples you have heard.
 - Draw out any interesting collocations from the students' stories and write them on the board.

Optional extra activity Describe a festival or carnival that you know well (if you're American, it could be Mardi Gras; if you're British, it could be Bonfire Night). As you tell the story, try to include vocabulary from the lesson but every time you reach a part in your story where you use the new language, pause or say beep, and see if students can tell you which phrase you are about to say.

READING

Aim

to give students practice in reading for specific information; to revise the use of relative clauses; to give students practice in guessing the meaning of words in context

- Organise the class into small groups of three to five to share what they know about Venice. Monitor carefully as students speak, and note how much they know about the city, and how well they use language from the previous lesson to describe places. If students show interest in the city, you could give them some of the information from the Culture notes below, but it is not necessary for the Student's Book activities.
 - In feedback, look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better.

Culture notes

Venice (*Venezia* in Italian) is in north-east Italy, located on a group of 118 islands, separated by canals and bridges, between the rivers Po and Piave. Between the 13th and 17th centuries, the city was one of the world's most important and affluent trading cities. Its sights include St Mark's Square and Basilica, the Grand Canal, the Doge's Palace and the Rialto Bridge. Marco Polo, Casanova, Titian and Canaletto all lived in the city. It's also famous for its manufacture of Murano glass, and its gondolas, the boats that carry tourists along the canals. The Carnival of Venice dates from the 12th century and is famous for its masks and costumes.

- Ask students to read through the email briefly first, and ask a few focus questions: *Who wrote the email? Where is she now? Where has she just been?*
 - Ask students to add the relative clauses to the email. Let students compare their answers in pairs before going through answers as a class. In feedback, ask students which 'clues' helped them decide where the relative clauses should go.

Answers

- | | | | | |
|-----|-----|-----|-----|------|
| 1 i | 3 g | 5 j | 7 f | 9 e |
| 2 d | 4 a | 6 b | 8 h | 10 c |

Background language notes for teachers

Remind students that *who* refers to people (so clauses i and j refer to *Nina* and *doctors*), *where* refers to places (so clause g refers to *main square*), and *during which time* refers to a period of time (so b refers to *Lent, the 40 days before Easter*).

- Ask students to work in pairs. Tell them, first, to discuss together which statements are true, and which are false. Then tell them to refer back to the text quickly to check their answers.
 - In feedback, check whether each answer is true or false, and elicit the information from the text that helped students decide.

Answers

- T (*I stayed with Nina, who I'm sure you remember from uni.*)
- F (*prices really shoot up* – so they're a lot more expensive)
- F (*my favourite costume is called the Plague Doctor costume, ... it's based on real doctors who used to look after the dying when the plague hit Venice.*)
- F (*Traditionally, the carnival took place in the week leading up to Lent, the 40 days before Easter*)
- T (*... Lent, the 40 days before Easter, during which time people fasted.*)
- T (*Mind you, we ended up buying a few cans and joining in ourselves!*)
- F (*People also set off fireworks all the time, which can give you a real shock*)
- F (*I was going to send more, but I didn't want to make your computer crash*)

Teacher development: reading for specific information

When students are asked to find very specific pieces of information in order to check whether a sentence is true or false, encourage them to scan through a text to find the relevant part, and to read that part very closely to check their answer. Explain or model how to do this, and set time limits to make sure that students don't try to read the whole text.

Culture notes

Chiaki (Japanese), *Kyeong Jin* (Korean) and *Nina* (European) are all girls' names.

- Ask students in pairs to read through the words in italics first, and try to remember the words used in the email. Then ask them to scan the text to find the words.

Answers

- put me up
- packed (with) (= very, very crowded)
- no wonder
- stick to (You can also *stick to a diet*)
- sinister
- fattening
- transformed
- set off (You can also *set bombs off*)

Background language notes for teachers

put (somebody) up = a separable phrasal verb
it's no wonder that + clause = it's not surprising that
set (something) off = a separable phrasal verb
fasted = didn't eat for a period, for religious reasons
uni – short for university
struggle with = have problems with
and stuff = and other things
fancy = want to

Teacher development: check questions

In feedback to a vocabulary activity of this kind, it is a good idea to ask check questions to make sure that students understand and can use the new words. Here, for example you could ask the following:
What other things can be sinister? (dark, old places; dangerous criminals; secret activities by governments)
What else can be very fattening? (sugar, biscuits, cakes)
What could transform your life? (winning the lottery, having a baby)

- Organise the class into pairs to discuss the questions.
 - Use the feedback to ask any individual students with a really interesting experience to share it with the class. Look at good language that students used, and language students didn't quite use correctly, and show students how to say what they were trying to say better.

Web research activity

- Ask students to find out more about a carnival or festival in their own town – or about another carnival / festival they've heard of. They should find out about: the history of the event, how long it lasts, what food / drink is typical there, what there is to see and do there, any problems connected to the carnival, etc.
- In the next lesson, students can report back to the class.
- Search terms: *famous festivals / famous carnivals*

WORTH A VISIT

Student's Book pages 20–21

Communicative outcomes

In this two-page spread students will practise listening skills and develop their ability to use future forms to talk about plans and predictions, timetabled events and arrangements.

SPEAKING

Aim

to revise key words and get students talking about the topic

1 Ask students to quickly read through the places and check they understand them.

- Read out the places, and ask students to repeat them, paying attention to the strong stress (see notes below).
- Students make a list and check their choices with their partner. In feedback, find out the most popular place in the class and ask students to justify their choice.

Background language notes for teachers

- Note the stress: *amusement parks, galleries, historic buildings, monuments, museums, sports stadiums, street markets.*
- *Street markets* usually have lots of small stalls or open shops along a street, selling a variety of things. They often only appear once a week or once a month.

LISTENING

Aim

to practise listening for general and specific information

2 11 Ask students to listen and match the extracts to the places, then play the recording. Let students compare their answers in pairs before discussing the answers as a class.

- In feedback, ask students what words or phrases helped them to work out the answers.

Answers

- 1 art gallery (*new wing dedicated exclusively to Asian art*)
- 2 street market (*But we don't need it. / ... but where are we going to put it? / How much do they want for it anyway?*)
- 3 museum (*new exhibition of old military vehicles / I'm not sure if it's free to get in or not*)
- 4 amusement park (*You shouldn't have gone on that ride. / ... all that spinning around has made me dizzy.*)
- 5 sports stadium (*the club / 20,000 seats / match days / anti-social behaviour problems / supporters*)

11

1

We're proud to announce that this year we're opening a new wing dedicated exclusively to Asian art. It's taken us over a decade and nearly a hundred million euros to put it all together, but we've been extremely lucky in that we've received some very generous donations, without which none of this would've been possible. The extension is perhaps the most significant and innovative architectural addition to the building in our history. Officially, it's due to open in a couple of months, and having overseen the collection, I can tell you with some confidence that it'll be a sensation.

2

- A: But we don't need it.
 B: Yeah, but it's just such a lovely thing. And anyway, if we only ever bought things we actually really need, we'd hardly ever buy anything. Just think of it as a piece of art for the house.
 A: Yeah, maybe, I guess ... but where are we going to put it?
 B: I don't know. We'll find somewhere, I'm sure. It could go in the kitchen perhaps. Or the living room?
 A: It's just asking for trouble. It's bound to get broken. The kids will smash it or the dog will run past and knock it over.
 B: Oh, come on! That's not likely to happen. You're worrying about nothing. And anyway, I like it.
 A: Fine. Suit yourself. Get it then. How much do they want for it anyway?

3

They've just opened this new exhibition of old military vehicles, which is supposed to be really good. It opens at ten, so I'm going to go down there tomorrow morning and have a look at that. I'm not sure if it's free to get in or not, though. I guess you might have to pay, but that's OK. I'm sure it'll be worth it. Don't know if tanks are really your thing or not, but if they are then you might fancy coming along. Just thought I'd suggest it anyway. Give me a bell back when you get this and let me know.

4

- A: Oh, man! I think I'm gonna faint!
 B: You shouldn't have gone on that ride.
 A: Well, it looked quite tame, but all that spinning around has made me dizzy. Oh, I need to sit down.
 B: Wait there. I'll go and get you a glass of water.
 A: Thanks. I'm so embarrassed.
 B: Don't worry about it. Just learn your lesson for next time.

5

The club is applying for planning permission to expand the current site by some 20,000 seats – and we're launching a campaign to block this. For many years now, on match days, there have been both transport and anti-social behaviour problems in the area, and we believe that any expansion is bound to worsen the situation. We understand the club's desire to boost its income, but we don't believe that all other alternatives have yet been explored. We've nothing against the club in itself, but we're firmly opposed to any development that'll result in further tensions between supporters and local residents.

3 Give students time to match the situations a to e to the conversations, and to discuss the follow-up questions with their partner.

- Play the recording again. Students listen and note their answers. Let students compare their answers with a partner before discussing as a class.
- In feedback, ask students what helped them to work out the answers.

Answers

- a Conversation 5: a local club wants to expand their stadium – they've applied for planning permission and want to add 20,000 seats. There's opposition because there are already transport and anti-social behaviour problems, and any expansion would make it worse.
 b Conversation 1: promoting the new wing of the gallery that's due to open this year, which is an important piece of innovative architecture and houses a collection of Asian art.
 c Conversation 2: one speaker tries to persuade the other to buy something for the house. They say it is like a piece of art. They suggest that their partner is being over-anxious and unadventurous.
 d Conversation 3: to the exhibition of old tanks / old military vehicles, the next morning
 e Conversation 4: the ride involved lots of spinning around, which has made the speaker dizzy. They feel like they're going to faint.

Background language notes for teachers

Here are some phrases from the recording that you may wish to check with students:

- dedicated exclusively to* = it is only used for
having overseen the collection = having organised and prepared the objects
suit yourself = do what you want to do
it'll be worth it = it will be a good thing to do
give me a bell = phone me
it looked quite tame = it didn't look frightening or dangerous
dizzy = faint and sick after going round and round
launch a campaign = start a campaign
boost its income = increase the amount of money it makes

Teaching development: dealing with vocabulary in a listening text

Different teachers have different ideas about how to deal with unknown language in a listening text. Here are your options:

- Ignore unknown words (students don't need to know all the words to do the tasks, and part of the skill of listening is to listen round unknown words and still get the overall meaning)
- Introduce key words and phrases after the first general listening task but before the second, more intensive task. Here, for example, you could write up the phrases in the language notes above on the board, and check their meaning and pronunciation before doing Exercise 3.

- Allow students to read the audio script after doing all the listening tasks, while listening again to the recording. Students often find it comforting to see the text, to confirm their understanding and to find language they didn't quite hear and work out what it means. They can underline phrases they are still not sure of to check.

4 Organise the class into pairs to discuss the questions.

- Use the feedback time to ask any individual students with a really interesting experience to share it with the class, and to look at good language that students used, and language students didn't quite use correctly. Show students how to say what they were trying to say better.

Optional extra activity If your students are from the same city, or studying in the same city, carry out surveys with the class about well-known museums, art galleries, street markets, etc. in the city.

- Start by asking students in pairs to decide which place in their city they would like to carry out a customer satisfaction survey for. When they have selected a place, ask them to think of five questions to ask customers (e.g. *How often do you visit the museum? Which exhibitions are most / least interesting?*).
- When pairs have prepared their questions, ask them to stand up and walk round the class (separately), and interview at least four different people.
- When students have finished, ask them to sit down with their partner, collate their findings, and present them briefly to the class.

GRAMMAR Talking about the future

Aim

to check and develop students' understanding of how to talk about the future, using *going to*, *will*, the present simple and the present continuous, as well as adjectives like *due to* and *bound to*

5 12 Read through the information box as a class.

- Ask students in pairs to read the sentences in the exercise and see if they can remember the missing words.
- Play the recording. Students listen and complete the sentences. Let them check their answers in pairs.

Answers

- | | |
|---------------|------------------|
| 1 're opening | 4 'm going to go |
| 2 will smash | 5 'm going to |
| 3 opens | 6 'll go |

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- 1 This year we're opening a new wing dedicated exclusively to Asian art.
- 2 The kids will smash it.
- 3 It opens at ten.
- 4 I'm going to go down there tomorrow morning and have a look at that.
- 5 I think I'm going to faint.
- 6 I'll go and get you a glass of water.