

1

The role of water

UNIT FOCUS

GRAMMAR: present perfect vs. past simple; infinitive of purpose; modal verbs
VOCABULARY: words connected with water; water sports and equipment
FUNCTIONS: asking for more information


Introduction p9

Aims

The focus of this lesson is to introduce the topic of water by exploring vocabulary connected with water and its uses and doing a quiz.

Warm-up

Books closed. Write the word *water* in the middle of the board and ask students to think of as many things as they can that they associate with it. Elicit their ideas and write them on the board to make a vocabulary network.

1.  1.4 Students work in pairs to add words to the word fountain. They can use the network they produced in the Warm-up as a starting point. You could also ask them to suggest a heading for each group of words. Get feedback from the class and add any new ideas to the board. Listen and check the answers.

SUGGESTED ANSWERS

- *boat, ship* ... ferry, yacht, canoe, kayak, surfboard, hovercraft, jet ski ...
- *sail, swim* ... ski, surf, fish, dive, scuba dive, snorkel ...
- *sea, river* ... lake, ocean, waterfall, canal, pond, pool, stream, lagoon ...
- *cloud, rain* ... snow, fog, hail, ice, mist, ...
- *hot, dirty* ... cold, icy, clean, deep, shallow, salt ...
- *drink, shower* ... bath, freeze, boil, pour, filter, save, wash ...

TRANSCRIPT

- sea, river, ocean, lake, pond
 - sail, swim, dive, surf
 - boat, ship, canoe, cruise
 - cloud, rain, storm, hail
 - hot, dirty, cold, clean
 - drink, shower; bathe, boil
2. Ask students to look at the word fountain again and think of other branches they could add that connect with the word *water*.
 3. In pairs, students mime things they can do with water. Their partner tries to guess the correct answer. Give an example, such as watering plants, to model the activity.

4. **THINK** Before students do the quiz, you could pre-teach words such as *filter*, *iodine*, and *splash*. *Filter* and *iodine* are similar in lots of languages, so they should be easy to understand. Try to demonstrate *splash*. Elicit the meaning of words like *seatbelt* and *sink* (e.g., by looking at the elements of the compound word or from context). Students do the quiz together. Get feedback and find out which answers they knew and which ones were surprising.

ANSWERS

- 1 a) A few days (three), but also c) (It depends on where you are, how hot it is, what you're doing, how old / well you are)
- 2 a) Boil it. If you don't, you can get sick or have stomach problems.
- 3 a) Drink it. If you don't, you may die.
- 4 a) Undo your seatbelt and b) open the window. If you don't open the window, you won't be able to open the door when the car is under the water.
- 5 c) Salt water, because it will make you thirstier. (It makes the cells in your body get rid of water rather than absorb it.)
- 6 b) H₂O. The other two are hydrogen gas (H₂) and sulfuric acid (H₂SO₄).

EXTRA IDEA

Use the quiz to review zero and first conditional sentences. Write the following on the board: 1 *If you drink salt water, it makes you thirstier.* 2 *If you don't make water safe to drink, you'll have stomach problems.* Ask these questions:

- How many parts to each sentence are there? (two)
- How do we know? (They're separated by a comma.)
- What has to happen first? (the action in the *if* clause)
- What is the other part of the sentence? (the result)
- Are these things possible? (yes)
- Which one is more likely? (sentence 1)
- Will salt water definitely make you thirstier? (yes)
- How do you know? (It's a fact.)
- Will you always get stomach problems if you don't boil water? (not always)
- Is it likely? (yes, very likely)

TIP: Let students think about the quiz questions on their own for a few moments, then, to encourage interaction, they can ask each other the questions and circle their partner's responses.

EXTRA IDEA Write the sentences starters *The most disgusting thing I've ever drank is ... The most delicious thing I've ever drank is ...* on the board. Students complete the sentences with their own experiences, compare with a partner and then walk around the room asking each other *What's the most disgusting / delicious thing you've ever drank?* Get class feedback. Were any students able to find two other people with the same answers?

EXPLORE ONLINE

This activity could be done in class (on smartphones or tablets) or at home. Draw students' attention to the fact that most of the words ending in *-ing* in the lyrics (e.g., *sitting, morning, wasting*) are rendered as *-in'* to show that the *g* is not pronounced in informal speech.

ANSWERS

- 1 ships, bay, tide, dock
- 2 morning, evening, wasting time
- 3 waves, seagulls and other beach sounds

EXTRA IDEA Write "word chunks" (groups of between two and five words) from the song *The Dock of the Bay* by Otis Redding on pieces of A4 paper. Give each student one or two of the pieces of paper. Ask them to stand in a circle. Play the song. When the students hear their words, they have to quickly raise their hand.

CULTURE NOTE (*Sittin' on*) *the Dock of the Bay* was co-written and recorded by Otis Redding in 1967. It is said to have been inspired by Redding's stay in a houseboat near San Francisco. The song won two Grammy awards and has been covered by many other artists, including Glen Campbell, Cher, and Bob Dylan. The whistling on the track was originally recorded by Redding at the start of the song; it was later rerecorded by his bandleader, Sam Taylor, and moved to the end. Redding died in a plane crash shortly after recording the song, and it became the first posthumous number one.

Lesson 1

A very long way! pp10–11

Aims


The focus of this lesson is to compare the use of the present perfect and past simple, and to practice using the infinitive of purpose.

You first!

There are *You first!* boxes at the beginning of many lessons in the Student's Book. They have three goals: first, to engage students and get them saying something immediately; secondly, to allow students to use what they already know

and boost their confidence; and thirdly, to give you an idea of what they already know so that you can target your teaching much more effectively. Students can say as much or as little as they want. For this one, students look at the background photo and discuss the question with a partner. Ask if they would swim a river like this and elicit their reasons and ideas about possible delights, difficulties, and dangers. Ask them which river they think it is (*the Amazon*).

READING

1. Students look at the photos, describe what they see and guess the connections. Get feedback and check their ideas.
2. **GUESS** When you see **GUESS** in front of an instruction, it means students should make predictions about what they are about to read or listen to based on information on the page. For more information about these exercises, see the Introduction, page 17. Write the title of the text on the board (*He did it first!*) and ask students to guess what the man did. You could also write sentence starters on the board to help them make predictions (*Maybe he ... , Perhaps he ...*). Give students a very short time (e.g., 30 seconds) to scan the text and find the answer to the question (*He was the first person to swim the length of the Amazon.*). They then read it again more slowly to get the detail.
3.  This symbol shows that this is a memory game – the first of many in the book. Memory is an important part of learning anything, and the more we exercise our memory by playing these kinds of game the better it will be. Put students in pairs to try to remember the answers to the questions without looking at the text. They then read it again to check their answers.

ANSWERS

- 1 To draw people's attention to water problems around the globe
- 2 Five rivers are mentioned in the text: the Mississippi, the Paraná, the Yangtze, the Colorado, and the Amazon.
- 3 The Amazon is the longest river, at 3,374 miles (or 5,430km).
- 4 The Mississippi
- 5 It starts in Peru and reaches the sea in Brazil.

EXTRA IDEA Show the trailer of the documentary about Martin Strel, which won the Sundance Film Festival in 2009 (https://www.youtube.com/watch?v=ce432_JmdB8). Put students in pairs and give each pair a set of sentence fragments (see below). Students try to put the sentence fragments in the correct order (the fragments are shown in the correct order below). They then watch the trailer again and check. Show the trailer a third time if necessary and check together as a class.

There is a man
 who has swum the world's deadliest rivers,
 who laughs in the face of crocodiles,
 piranhas,
 and giant anacondas;
 a man who drinks two bottles of wine a day,
 a man who has braved the Yangtze,
 the Mississippi,
 the Danube,
 and who will now do battle with
 the mighty Amazon.
 His mission –
 to save the world
 before it is destroyed.
 His name is Martin Strel,
 but you can call him
 Big River Man.

4. **THINK** Students discuss the questions in pairs. Check ideas with the whole class.

ANSWERS

- 1 The US (the Mississippi, the Colorado), Argentina (the Paraná), Paraguay (the Paraná), China (the Yangtze), Peru (the Amazon), Brazil (the Paraná, the Amazon), Colombia (the Amazon)
- 2 The Amazon is very polluted and is home to many dangerous animals: piranha, crocodiles, snakes, candirú, insects, etc. He also had to contend with sunburn.
- 3 A crew in a boat which provided food, water, and a place to sleep; a cameraman.

EXTRA IDEA Encourage students to look online for more information or create a web quest. Give the class links to two or three websites for them to answer comprehension questions about Martin.
 Slovenian completes Amazon swim <http://news.bbc.co.uk/1/hi/world/americas/6536283.stm#amazon>
 Martin Strel: Swimming the Amazon <http://content.time.com/time/arts/article/0,8599,1920907,00.html>
 Piranhas, Sunburn Can't Stop 3,272-Mile Swim <http://abcnews.go.com/WNT/ESPNsports/story?id=3021041> Students read the text again and find words or phrases that mean:

- 1 having strong feelings and emotions
- 2 get people to notice
- 3 the world
- 4 something very good and difficult that you succeed in
- 5 knowledge or understanding of something
- 6 damage caused to the environment
- 7 a film that gives facts and information about a subject

ANSWERS

- 1 passionate
- 2 draw attention to
- 3 the globe
- 4 achievement
- 5 awareness
- 6 pollution
- 7 documentary

GRAMMAR 1 Infinitive of purpose

5. Students complete the grammar table. They can look back at the text to help them if necessary. Ask the following questions and highlight the different sections of the sentence to check students' understanding.
- What did Strel do? (He swam the Amazon.)
 - Why did he do it? (in order to raise awareness of water pollution)
 - What kind of word is "to raise"? (infinitive)
 - What does it tell us? (the reason why we do things)
 - Where does "not" go in the negative form? (between *order* and *to*)

You could also explain that we can just use the infinitive instead (*He swam the Amazon in order to raise awareness*). This structure is more common and less formal than *in order to*.

ANSWERS

- a) Strel swam the Amazon in order to raise awareness of water pollution.
 - b) In order not to get sunburned, he often wore a mask over his face.
- 1 The infinitive
 - 2 By adding *not* after *order*

GRAMMAR 2 Present perfect vs. past simple

6. Students work in pairs and discuss the differences between the present perfect and the past simple. You could also ask questions to make sure they notice the difference:
- When did he swim the Colorado? (in 2011)
 - Is it still happening, or is it a completed action? (a completed action)
 - What tense do we use to describe completed actions in the past? (past simple)
 - Could he swim other long rivers in the future? (yes)
 - What tense do we use to refer to repeated actions in the past that could continue in the future? (present perfect)

ANSWERS

- a) He has swum some of the longest rivers in the world.
- b) In 2011, he swam the Colorado.

7. Students complete the sentences with *has* or *did* and the correct verb, and compare with a partner. Check as a class and ask students which tense is used in each sentence and why.

ANSWERS

- 1 How long has Strel been passionate about clean water? (present perfect)
- 2 What year did he swim the Amazon? (past simple)
- 3 Where did he start his journey? (past simple)
- 4 Where did he finish it? (past simple)
- 5 How many rivers has he swum up to now? (present perfect)
- 6 Has he ever swum the Nile? (present perfect)

8. Students work in pairs to ask and answer the questions from Exercise 7.

ANSWERS

- 1 He has been passionate about clean water for many years.
- 2 He swam the Amazon in 2007.
- 3 He started his journey in Atalaya in Peru.
- 4 He finished his journey in Belém in Brazil.
- 5 He has swum five of the longest rivers up to now. (He has also swum the Danube and the Thames.)
- 6 No, he hasn't ever swum the Nile.

TIP: Repeat the answers to the questions together and encourage students to notice natural features of pronunciation such as contractions and weak forms. You could highlight them in phonemic script on the board:

He has been passionate ...

/hi: hæz bi:n 'pæʃənət/ – /hɪzbi:n'pæʃənət/

He has swum ...

/hi: hæz swʌm/ – /hɪz swʌm/

SPEAKING

9. Students discuss the questions in pairs. Get feedback to check their ideas and predictions, and that they're using the infinitive of purpose to express their answers in question 2.

ANSWERS

- 3 Both activities are about raising awareness of issues.

10. Quickly check that students know the meaning of words in the text such as *viral*, *degenerative*, and *afflicts*. Students then read the text and find out why people did the Ice Bucket Challenge and if it was successful.

ANSWERS

They did it in order to raise money for charity and to increase awareness of ALS (MND). It was a huge success and raised millions of dollars.

BACKGROUND INFORMATION

To do the Ice Bucket Challenge, people had to record a video of themselves pouring icy water over their heads. Then the participant could nominate three other people to do the challenge, often within a set period of time. Pop stars like Justin Bieber, sports personalities like Roger Federer, and former US Presidents George W. Bush and Bill Clinton did the challenge! The Ice Bucket Challenge was very successful, and people shared more than 2.4 million videos on Facebook and tweeted more than 2.2 million times on Twitter. In the United States, people did the challenge for the ALS Association and raised over \$100 million. In the UK, people participated for the Motor Neurone Disease Association, the UK equivalent of the ALS Association, and raised over £7 million.

11. **YOUR STORY** When you see **YOUR STORY** in front of an instruction, it indicates that students have an opportunity to personalize the language by talking about a situation that they've been in that is similar to the one they've just read about or listened to. For more information about these exercises, see the Introduction, page 18. Students discuss the questions in pairs, then report their experiences in feedback. You could also ask extra questions: *Can you suggest any problems with doing the Ice Bucket Challenge?* (Some people said it was a waste of water; that it was bad for your health.) *What could you do in order to avoid these problems?* (*Pour the same bucket of ice and water over more than one person at the same time, use water that has already been used for something else, e.g. bathing.*)
12. 🗃️ Ask students if they can remember other things that went viral (e.g., *men putting nail polish on one fingernail*). Which things did they like best? Have any of them done the Ice Bucket Challenge, or liked / commented on a related online post?

EXTRA IDEA

Students read the information again and make a list of social networking language (*post a video, go viral, upload, comment, like, a post*).

13. 🎧 1.5 Students listen to the conversation and answer the questions. Play the recording again if necessary, then ask for feedback and find out students' opinions about the solutions. Ask them if they know how many people around the world don't have clean water (nearly 800 million people).

ANSWER

- 1 People used ocean water and toilet water instead.

TRANSCRIPT

- MAN Did you see all those people doing the Ice Bucket Challenge last summer?
- WOMAN Yes, I read about it. Amazing, wasn't it?
- MAN Yes, it was, but I would never do anything like that.

- **WOMAN** Why not?
- **MAN** It's such a waste of water. Do you have any idea how many people in the world don't have good, clean water? And all of these people were throwing it over their heads!
- **WOMAN** I don't think everyone wasted clean water. A friend of mine used ocean water in order not to use fresh water, and I know several other people who did the same thing.
- **MAN** Oh, well, that's good. Still ...
- **WOMAN** It is good. And the actor, Matt Damon, actually filmed himself using water from the toilet!
- **MAN** Really? Because he didn't want to waste water?
- **WOMAN** Exactly, and because he's a co-founder of a water charity, Water.org. He wanted to make the point that the water in toilets in the West is actually cleaner than the water that most people in the developing world have for cooking and drinking.

EXPLORE ONLINE

This activity could be done in class (on smartphones or tablets) or at home. They can share their findings during the next class.

Lesson 2

Tap or bottled? pp12–13

Aims

The focus of this lesson is to review the function and meaning of modal verbs for making suggestions and for expressing ability, obligation, and prohibition. The vocabulary is related to the environment, and students also discuss ways of conserving water.

You first!

Ask students how far they have to go to get water, and if they know anyone who has to travel far to get water (to make the point that we're really lucky to have it "on tap", while many people have to walk miles). You could also ask extra questions (*Do you prefer tap water or bottled water? How much water do you drink each day?*).

READING

1. Give students five minutes to read the article and find the writer's opinion on bottled water.

ANSWER


The writer is against bottled water.

TIP: Setting a short time limit encourages students to read quickly to get the gist and not to worry too much about unknown vocabulary or look up words in dictionaries. Explain that they don't need to know the meaning of every word to understand the general meaning and complete the activity. It also makes the reading more focused ... and fun!

2. Students work with a partner and write down reasons for the writer's opinion. There are more than five reasons in the article, so it shouldn't be difficult for them to complete this task.

ANSWERS

Bottled water isn't healthier.
It can have more bacteria than tap water.
It's bad environmentally.
It's expensive to transport.
You have to keep it in a fridge.
The plastic bottles are hard to get rid of.
If we didn't spend so much on bottled water, we could invest more on water projects.

3.  When you see this icon with a vocabulary exercise, it means that you should ask students which words are the same as or similar to words in their own language – and also which are very different. For more information about these exercises, see the Introduction, page 14. Students work in pairs and match the words and phrases in green in the article with their correct meaning. Do the first one with the class as an example. Ask students which words are very similar in their own language and which are very different.

ANSWERS

1 proper 2 experiments 3 landfills
4 bacteria 5 vital 6 wells 7 lack

4. Students discuss the overall message of the article. They should give reasons for their choice.

ANSWER

c) use our money to help provide safe water worldwide

5. Students decide if the statements are true or false and correct the false statements.

ANSWERS

1 False (Bottled water is much more expensive than tap water.)
2 True
3 False (It is not mentioned in the article.)
4 True
5 True
6 True

TIP: Asking students to choose four out of the six statements is a useful tool for helping students to feel more in control of their learning. They still have to read all six statements in order to make their choice.

GRAMMAR Modal verbs

6. Students work in pairs to discuss and then match the modals with their meanings. As a follow-up, students think of sentences using the modal verbs in context.

ANSWERS

It is possible: *can*

It isn't possible: *can't*

It is advisable: *should*

It isn't advisable: *shouldn't*

It is necessary: *have to, must*

It isn't necessary: *don't have to*

EXTRA IDEA Write (or project) words scattered across the board (example below). Students work in pairs to quickly arrange the words to make a sentence (e.g., *Jane is a flight attendant so she has to wear a uniform*). The first team to shout out a correct answer wins a point. The team with the most points at the end wins the game. Try to include as many different modal verbs in context as possible.

7. Students rewrite the sentences with an appropriate modal verb. Go over the example with them first to check that they understand that both sentences should mean the same. Check answers in feedback and correct if necessary.

ANSWERS

- 2 We don't have to drink bottled water.
- 3 Bottled water can have high levels of bacteria.
- 4 Maybe we should stop buying bottled water.
- 5 People have to walk a long way to get water.

TIP: Do some repetition drilling and help students notice how the pronunciation of modal verbs changes in connected speech because of weak forms and elision (sounds we drop when we speak quickly).

We can drink – /kæn/ – /kən/

We have to walk – /hæv tu:/ – /hæf tə/

We must go – /mʌst / – /mʌs/

WRITING

8. **THINK** Write the following on the board: *You should / could take a shower instead of a bath*. Elicit which modal is "softer" and more polite (*could*). Explain that *should* is a little bossy and is more likely to be rejected. Students make a list of things we can do to save water. You might

need to teach words like *flush* and *load*, but they'll probably ask for these in the course of the activity. Feed back as a class and make a composite list on the board.

MA Weaker students can work in pairs to write their lists.

SUGGESTED ANSWERS

Spend less time in the shower (will also save on hot water bills).

Use less water in the bath (will also save on hot water bills).

Don't flush the toilet every single time.

Don't leave the tap running while you brush your teeth.

Make sure the washing machine (or dishwasher) is fully loaded each time you use it.

Water the garden less.

Collect rainwater for watering the garden.

9. Students complete the e-mail giving advice and helpful suggestions for saving water. They can refer to the composite list from Exercise 8, but encourage them to be creative and funny. When they've finished, ask a few students to read their e-mails to the class and vote for the most creative / funniest / silliest ideas!

Lesson 3

Water activities pp14–15

Aims

In this lesson, students learn vocabulary related to water sports and equipment and discuss their own favorite hobbies and activities. This provides a nice context for practicing the present perfect and past simple. The listening section includes plenty of modal verbs for giving advice and suggestions.

You first!

Students work in pairs to choose one of the photos in the lesson that they like and say why. Write extra questions on the board to encourage more speaking: *Have you ever done this activity before? Where were you? Did you enjoy it? Would you like to do the activity in future?*

TIP: Walking around the room, listening and noting any good sentences and mistakes you hear, is a good way of gaining an insight into things you might need to practice and review. It also offers ideas for future lessons and enables you to highlight good language to the rest of the class in feedback.

EXTRA IDEA Write the names of different water sports on the board in phonemic script. Put students in pairs to guess the words. The first team to shout out the correct answer wins a point. The team with the most points at the end wins.
/ˈækwə ˌwɔːkɪŋ/ (aqua walking)

- /kə'nu:ɪŋ/ (canoeing)
- /'daɪvɪŋ/ (diving)
- /'kaɪækɪŋ/ (kayaking)
- /'kaɪt ,sɜ:fɪŋ/ (kite surfing)
- /'pædl 'bɔ:dɪŋ/ (paddle boarding)
- /'seɪlɪŋ/ (sailing)
- /'sku:bə ,daɪvɪŋ/ (scuba diving)
- /'snɔ:kəlɪŋ/ (snorkelling)
- /'swɪmɪŋ/ (swimming)
- /'wɪnd,sɜ:fɪŋ/ (windsurfing)

VOCABULARY Water sports and equipment

1. **S** Students match the words with the photos and identify any words that don't belong in the list. If they can think of any other water sports, write them on the board too (e.g., *jet skiing, water skiing, water polo, synchronized swimming*). Ask students which words are very similar in their own language and which are very different.

ANSWERS

1 canoeing 2 aqua walking
 3 kitesurfing 4 diving / scuba diving
 5 sailing 6 paddle boarding
 7 snorkeling 8 kayaking 9 windsurfing
 Students will probably say that *ironing* does not belong in the list because it's not a water sport. However, underwater ironing is possible, although it is not pictured!

2. Students discuss the questions in pairs. After a while, change pairs so they can compare their ideas with someone else.
3. To model the activity, tell students about a water sport or activity you've done. They then discuss the questions with a partner. You may need to supply vocabulary for the equipment required. Conduct whole-class feedback to find out the most popular water sports and get extra information about activities students have done.
4. Students can also find additional water sports and activities online. It's actually pretty difficult to find anything that isn't done underwater! An Internet search will reveal people play ping pong, tennis, chess, hockey, rugby, soccer, volleyball, golf, ice hockey, and bingo underwater; not to mention biking and ice skating!

EXTRA IDEA Have a competition to see who can find the most unusual underwater activity.

5. Students identify the sports in photos 2 and 6 (aqua walking and paddle boarding). Ask them if they've come across these sports before, and if anyone has tried them.

LISTENING 1

6. Students should use guesswork and the photos to select and order the instructions for each sport.

MA Tell weaker students that there are four instructions for each sport.

ANSWERS

Paddle boarding: Sentences 1, 3, 5, 8

Aqua walking: Sentences 2, 4, 6, 7

7. **1.6** Play the recording for students to check their answers to Exercise 6. They then compare with a partner. To review, students note down the modal verbs in the recording (*should, will, can't, must, can*).

MA With weaker classes, play the first extract and check answers before continuing with the second.

ANSWERS

Lesson 1: Aqua walking

You should wear a wetsuit, boots, gloves, and even a swim cap if the water's very cold.

Wearing a floatation belt around your waist will help keep your chest above water.

We're going to start in shallow, waist-high water and gradually move to deeper, shoulder-high water.

Move forward naturally: place your heel, then your toe. Don't walk on your tiptoes!

Lesson 2: Paddle boarding

To get on, first kneel just behind the middle of the board, then stand up.

So your feet should be parallel, your knees bent, and your back straight.

You shouldn't look down. Always look straight ahead at the horizon.

Hold the paddle with both hands: one at the top, one lower down.

TRANSCRIPT

1.

INSTRUCTOR OK, good morning, everyone!

GROUP Morning!

INSTRUCTOR And welcome to your first Aqua Walking class! I'd just like to check that you all have everything you need. You should wear a wetsuit, boots, gloves, and even a swim cap if the water's very cold. And it is! Very cold! So does everyone have everything they need? We have some extra swim caps and gloves if anybody needs them.

WOMAN I don't have gloves!

MAN I'd like a swim cap!

INSTRUCTOR Here you are. Wearing a floatation belt around your waist will help keep your chest above water. Would anybody like one?

- WOMAN Yes, please! I can't swim very well.
- INSTRUCTOR Here you are. OK, go ahead and change. See you down on the beach. OK. Everybody here? Let's all walk into the water. It's nice and calm today ... luckily. We're going to start in shallow, waist-high water and gradually move to deeper, shoulder-high water. Move forward naturally: place your heel, then your toe. Don't walk on your tiptoes! That's right. Now, are you ready to do some exercises?
- MAN & WOMAN (at the same time): Yes! / No!
- INSTRUCTOR OK. Let's do some running in place!
- 2.
- INSTRUCTOR First of all, you must put on this life jacket.
- WOMAN A life jacket? Really? Why?
- INSTRUCTOR Because paddleboards are classified as boats, so you have to wear a life jacket.
- WOMAN As boats?! Oh, OK.
- INSTRUCTOR OK. To get on, first kneel just behind the middle of the board, then stand up. If it's too difficult to stand up, you can kneel and learn to paddleboard on your knees in the beginning.
- WOMAN No, I want to stand up.
- INSTRUCTOR OK, great! And you're up. So your feet should be parallel, your knees bent, and your back straight. That's right. Use your hips to balance. The front of the board should be in the water, not up in the air. Good. You shouldn't look down. Always look straight ahead at the horizon.
- WOMAN What do I do with the paddle?
- INSTRUCTOR Hold the paddle with both hands: one at the top, one lower down. Terrific. Good job. The water's nice and calm. Off you go!
- WOMAN Bye!

TIP: Try a TPR (total physical response) game to check students know words such as *knees bent*, *back straight*, *on tiptoe*, *kneel*, etc. This is fun, gets students moving around and active after a long time seated, and checks their understanding in a really visual way.

- 8. Close books. Play the recording again for students to write down what the instructor says for each thing. They then compare with a partner.

ANSWERS

- a life jacket:** Paddle boards are classified as boats, so you have to wear a life jacket.
- standing up:** If it's too difficult to stand up, you can kneel and learn to paddleboard on your knees at the beginning.
- your hips:** Use your hips to balance.
- the front of the board:** The front of the board should be in the water, not up in the air.

EXTRA IDEA

Develop body vocabulary by asking students to look at the photos in this lesson. Which parts of the body / muscles are important for each of the activities?

- 9. 🎧 Close books. Students write down the parts of the body that were mentioned, then compare in pairs to see who remembered the most. Check answers either by allowing students to reread the instructions in Exercise 6 or by playing the recording again.

ANSWERS

feet, knees, back, waist, shoulder, hand, heel, toe, chest, hip

- 10. **EVERYBODY UP!** Students work in small groups and take turns to demonstrate and describe the position. Play the audio again if necessary. They could also play *Simon says* with the paddle boarding instructions. Model the activity so they know what to do. They then take turns giving instructions in pairs. They can only do the actions if their partner says *Simon says ...!*

LISTENING 2

- 11. 🎧 1.7 Pre-teach words like *workout*, *impact*, *rehabilitation*, *resistant*, *stamina*, and *socializing*. Play the recording, pausing it at key points for students to guess the activity. When they've guessed correctly, ask them which words enabled them to work it out.

ANSWER

The sport is aqua walking.

TRANSCRIPT

- MAN So, tell me some more about this activity. It doesn't look that exciting. What are the benefits anyway?
- INSTRUCTOR Well, it's actually a wonderful workout for your whole body. You can use it to strengthen your muscles and joints in a very safe way. The water supports your weight, so there's no impact or stress on those parts of your body, making it hard to hurt yourself.

- MAN So you can use it to help people with injuries?
- INSTRUCTOR Yes, it's good for people with injuries. Injured athletes often use it for rehabilitation, and many athletes use it as part of their training. But it's good for everybody else, too!
- MAN I read somewhere that if you're in shoulder deep water, you only weigh 10% of what you weigh on land. Is that right?
- INSTRUCTOR Yes, exactly. So there's no danger. But you have to work much harder because water is 12 times as resistant as air. So you can do it in order to build up your stamina, and it's terrific for your heart. It can also help you lose weight.
- MAN Really?
- INSTRUCTOR Yes, you burn 100 more calories for every half hour walking or jogging in water than when you do those same activities on land.
- MAN Wow. I didn't know that. And what kinds of things do you do in a session? Just walk around in the swimming pool? Sounds fascinating
- INSTRUCTOR No, not a swimming pool. A lot of people do it in a pool, but around here, we do it in the ocean.
- MAN Even in bad weather?
- INSTRUCTOR Yep, even in bad weather!
- MAN Gosh, you're brave. It can be really cold!
- INSTRUCTOR Well, it's more interesting than being in a swimming pool. We don't just walk around, and we don't just walk forwards. We walk in place and we walk backwards and sideways. We run, too. And we do cycling movements and leg exercises. We also exercise our arms— often with weights – so all kinds of interesting things. It's actually a lot of fun. And it's a great activity for socializing. You should try it!
- MAN Hmm. I might some day.

EXTRA IDEA There are four additional parts of the body mentioned in the recording. Ask students if they can identify them (*muscles, joints, heart, arms*).

12. 🗣️ Students answer the questions. Do the first one together as an example. Then play the recording again for them to check.
- MA** Students can answer the questions in pairs, then join with another pair to check answers.

ANSWERS

- 1 You can use it to strengthen your muscles and joints in a very safe way.
 - 2 The water supports your weight, so there's no impact or stress on your muscles or joints.
 - 3 It's good for athletes and people with injuries.
 - 4 They walk, run, do cycling movements, leg exercises, and arm exercises with weights.
 - 5 It's unlikely. He uses the word *might*, but his intonation suggests that he's not too excited about the idea.
13. This is a chance to get students talking and writing more. However, giving a talk to the whole class can be intimidating, so if they prefer, they can just do it for a small group. Give students time to read the instructions and prepare their talk. Walk around and offer help and useful language as needed. They then give their presentations in small groups.

Language in Action p16

Asking for more information

1. Students read the spa website and answer the questions, then compare with a partner.

ANSWERS

- 1 It tells you the cost per day, the opening times, what's included, and that there is a discount available.
 - 2 It doesn't say what leisure facilities are available or what the "light lunch" consists of.
 - 3 Suggested answers:
What different leisure facilities / treatments are available?
How many swimming pools are there?
Is there a sauna / hot tub / steam room?
Can I get a massage?
Is there a vegetarian lunch menu?
2. 🗣️ Write the two headings – *leisure facilities* and *treatments* – on the board. Students come to the board and write the vocabulary in the correct column. Ask them which words are very similar in their own language and which are very different.

ANSWERS

- leisure facilities:** gym, jacuzzi, sauna, solarium, steam room, swimming pool
- treatments:** facial, hot stones, manicure, massage, pedicure
3. 🗣️ 1.8 📺 Decide whether you're going to use the video or simply play the audio (you may not have the video or the necessary video equipment). Students watch or listen to the first part of the conversation. Play and pause as needed.

ANSWER

He wants to know more about the one-day leisure pass.

TRANSCRIPT

RECEPTIONIST Good morning. Tribeca Gym & Spa. How can I help you?



JEROME Um, yes, I passed by earlier and had some questions. I read online that you do a one-day leisure pass for \$30.

RECEPTIONIST That's right. Yes, we do.

JEROME I wonder if you could tell me a bit more about it.

RECEPTIONIST Of course. What would you like to know?


JEROME Well, there are actually a few things I'd like to know more about.

4.   1.9 This symbol shows that this exercise focuses on pronunciation. Play the recording for students to underline the stressed words or syllables. Do some repetition drilling to help with pronunciation.

ANSWERS AND TRANSCRIPT

- a) I need some more information.
b) Please can you give me some more information?
c) Could you tell me more about it?
d) I wonder if you could tell me a bit more about it.
e) Would you mind giving me a bit more detail?

TIP: You could also do some sentence-stress drilling to show the stress in a visual way. Tap the beat out with your hand (go from your right to left so students see the movement and direction of writing on the page). Say the sentences and raise your hand higher on stressed syllables.



5.  Students look at the example; demonstrate the different linking techniques, i.e. how the sound changes at word boundaries (*could you*), how an /r/ sound links to a word beginning with a vowel (*more about*) and how similar consonants cross word boundaries (*about it*). Say the words in isolation, then linked together; then as a complete sentence.

Could you /kʊd ju:/ – /kʊdʒə/
more about /mɔ: ə'baʊt/ – /mɔ:rə'baʊt/
about it /ə'baʊt it/ – /ə'baʊtɪt/
could you: 'tel mi: mɔ: ə'baʊt it/
/kʊdʒə'telmi:mɔ:rə'baʊtɪt/

You can also draw students' attention to how a word ending in a vowel links to a word beginning with another vowel with a /j/ sound.

ANSWERS

- a) I need some more information.
b) Please can you give me some more information?
c) Could you tell me more about it?
d) I wonder if you could tell me a bit more about it.
e) Would you mind giving me a bit more detail?

6.  1.10  Play and pause the video / audio as necessary.

ANSWERS

What does that include exactly?
How much are they before the discount?
What treatments are available?
What exactly does that mean? A lettuce leaf?
Can I keep them afterwards?

TRANSCRIPT

JEROME When it says "use of all leisure facilities", what does that include exactly?

RECEPTIONIST Well, you can use our swimming pool, gym, sauna, steam room, and jacuzzi spa.

JEROME Oh, that's great. And it says 20% off all treatments. How much are they before the discount?

RECEPTIONIST Well, it depends on the treatment, but generally speaking about \$95.

JEROME Wow. That's about £60! Expensive!

RECEPTIONIST Well, it would be \$75 with the 20% off.

JEROME OK, so that's £48. Even so. That's quite a lot. What treatments are available?

RECEPTIONIST We have several water treatments: mineral baths, seaweed baths, mud baths, multi-jet baths and all different kinds of massage: Swedish massage, head massage, sports massage ...

JEROME Oh, lots of things! OK! Thank you. I'm not sure what all of those things are, but I can check online. If not, I'll come back and ask you.

RECEPTIONIST That's fine. You can find more information that describes them all in detail on our website.

JEROME Oh, great. Thanks! Just a couple more things – it says "light lunch". What does that mean exactly? A lettuce leaf?

RECEPTIONIST It means a small salad or a sandwich, like a wrap, and a bottle of water or a fruit juice.

JEROME OK. A bottle of water is mineral water, right? And, um, it says towels, robe and slippers. Can I keep them afterwards?

7. Students discuss the questions in pairs and try to answer them from memory. If necessary, allow them to watch the video or listen to the recording again and answer the questions together.

ANSWERS

- 1 Swimming pool, gym, sauna, steam room and jacuzzi / spa
- 2 Mineral baths, mud baths, seaweed baths, Indian head massage, Thai massage
- 3 Students' own answers, but probably no!

EXTRA IDEA Write each line of the dialogue on a separate slip of paper. Give a set of papers to each pair of students. Play the video / audio again and ask pairs to put the conversation in the correct order.

BACKGROUND INFORMATION

- Mineral baths, also known as hot springs or geothermal waters, involve bathing in waters rich in minerals such as calcium, sodium, magnesium, and potassium.
- Mud baths are often found in areas where hot spring water can combine with volcanic ash. Bathers coat themselves in the mineral-rich mud, which is said to be good for detoxing the skin.
- Seaweed baths involve plastering the body with a mix of water and seaweed. It is said to lower stress, relieve skin conditions such as eczema and acne, and aid the treatment of muscle and joint problems.
- Indian head massage is based on the Ayurvedic system of healing, practiced in India for over 1,000 years. It involves manipulating the soft tissues of the shoulders and scalp.
- Thai massage is one of the most invigorating types of massage, as it works the entire body, moving it into yoga-like stretches. Therapists use many parts of their body, not just their hands, and sometimes even walk on you!

8. **ROLE-PLAY** When you see **ROLE-PLAY** in front of an instruction, it indicates an opportunity for students to act out a dialogue or situation that they've just heard or seen, often substituting their own ideas and details. For more information about these exercises, see the Introduction, page 19. In pairs, students role-play a conversation similar to that in Exercise 3, but using the details of their own spa. They can look back at some of the questions (e.g., *I wonder if ...? Would you mind ...?*) to help them.

Take a break

These sections are there to help students take a break from studying from time to time. You'll find a simple *Take a break* exercise in every unit, usually one that's easy to do in the classroom – but feel free to do one at any time. For more detailed information about the Take a break sections, see the Introduction page 14. This first section picks up on the unit theme of water and advises students to drink water throughout the day. If it's practical, allow students to have a quick drink of water now!

VIDEO OPTION

When you see **VIDEO OPTION** in front of an instruction, it gives students the chance to make a short film on their smartphones using the language and topic they've been studying. For more information about these exercises, see the Introduction, page 19. Encourage students to think of other spa treatments for their video presentations. They then walk around the room and share their ideas with each other.

Vocabulary PLUS p118

WORDBUILDER Nouns from verbs

1. Students work in pairs to read through the list and find the verbs that have different noun forms. Check as a class.

MA Give weaker students a clue by telling them there are four verbs with different noun forms.

ANSWERS

begin – beginning; die – death; live – life; lose – loss

2. Go through the examples together so that students understand that they have to write one sentence using the verb form and one using the noun form for each of their chosen words. Encourage students to use at least one of the verbs that has a different noun form.

MA Stronger students could write sentences for more than two words.

WORDBUILDER Verbs with un-

3. Students look at the photo. Elicit suggestions as to what the man is doing; encourage students to think of words beginning with *un* to describe him, but allow them to be creative at this stage.

SUGGESTED ANSWER

He's unpacking a box.

4. Students work in pairs or small groups to think of nouns that can go with each verb. For each action, students do a quick mime to demonstrate it. Get feedback and write ideas on the board.

MA Pair weaker students with stronger ones to help them.

SUGGESTED ANSWERS

- 1 **undo**: a seatbelt, a button
- 2 **unpack**: a suitcase, a bag, a box, a crate
- 3 **untie**: a knot, a ribbon
- 4 **unplug**: the iron, the laptop, the phone charger
- 5 **unlock**: the door, the car
- 6 **uncork**: a bottle
- 7 **unwrap**: a present
- 8 **unfasten**: a button, a jacket, a coat
- 9 **unload**: a van, a truck

EXTRA IDEA Students work in new pairs and mime the actions for their new partners to guess.

5. Students work in pairs to answer the questions. Monitor and give help as required, then get feedback as a class.

ANSWERS

- 1 untie, unfasten
- 2 “Undo” means to unfasten something that is fastened or tied.
“Unpack” means to take things out of a box or suitcase.
“Untie” means to unfasten a knot or something that is tied.
“Unplug” means to take the plug out of an electric socket.
“Unlock” means to open something that has been closed with a key.
“Uncork” means to take the cork out of something.
“Unwrap” means to take off the outer layer of protective or decorative material from something.
“Unfasten” means to release or open something that is fixed or closed.
“Unload” means to take goods out of a vehicle that has transported them.
- 3 undo – do up
unpack – pack
untie – tie (up)
unplug – plug in
unlock – lock (up)
uncork – cork / put a cork in
unwrap – wrap (up)
unfasten – fasten (up)
unload – load (up)

Say and tell

6. Remind students that *say* and *tell* aren't used in the same way, and elicit that *tell* needs an object, whereas *say* doesn't. Write *say* and *tell* on the board as column headings and invite students to tell you which column each of the words in the box should go in.

ANSWERS

say: hello, yes, no, sorry, the words, nothing, something, a lot, goodbye
tell: the time, a story, me the news, a joke, the truth, a lie, no one

7. Students work in pairs to tell each other a joke or story. Monitor to ensure that jokes are appropriate, and listen out for good ones so you can invite students to share them with the rest of the class. If students aren't comfortable with telling jokes, they can tell their partner an anecdote about something that happened to them recently instead.

EXTRA IDEA When students have told their jokes / stories, have them swap partners and tell their original partner's joke / story to their new partner.

FOCUS ON: *could*

- a. Elicit that sentences a–e all use the word *could* for different functions; students match them. Check answers as a class.

ANSWERS

1 c 2 a 3 e 4 b 5 d

- b. Students discuss the questions in pairs.

ANSWERS

- 1 *might, may*
- 2 a) It makes the suggestion stronger and a little “bossier”.
b) It becomes a definite prediction.
c) It becomes more direct and slightly less polite.
d) It becomes a definite deduction – you don't think you're mistaken.
e) It becomes more direct and slightly less polite.

- c. Students work in pairs to make requests and give advice. Monitor to ensure they're using *could* correctly.

Networking

8. **S** Students complete the sentences on their own, then ask and answer the questions in pairs. Remind them that they may need to change the form of some of the words. Ask students which words are very similar in their own language and which are very different.

ANSWERS

1 media 2 post; timeline
3 liked; commented; uploaded
4 stream 5 tweet

9. Ask students why they think abbreviations are used so much in text messages (They are quicker to write and they make the message shorter.). Do they think using too many abbreviations can be confusing? Look at the text message together and explain any abbreviations that students are unsure of. They then work in pairs and write the message in full.

ANSWERS

Hello, Jim. Thinking about you now. How are you? Would you like to meet for coffee at Carluccio's at 4 p.m.? Bye bye for now. See you later. Love you lots. Mave.

10. Ask students if they know what these abbreviations mean. If they don't, ask them to guess or make something up!

ANSWERS

TBH To be honest
IDK I don't know
BRB Be right back
IRL In real life
CU See you
LOL Laughing out loud

EXTRA IDEA Ask students to research other text abbreviations in English and make up a short quiz for their partner to do. Some ideas for inclusion: L8R (= later), 2moro (= tomorrow), 2 (= too, to), BTW (= by the way), IYKWIM (= if you know what I mean), ATB (= all the best), F2F (= face to face), ROTFL (= rolling on the floor laughing).

11. Students write their replies. Encourage them to use any new abbreviations they've researched or invented. They then swap replies with a partner to see if their partner can understand the message!