

12 MORE TO EXPLORE

Objectives

FUNCTIONS	speaking persuasively
GRAMMAR	passive report structures; the passive: verbs with two objects
VOCABULARY	geographical features; verb + noun collocations

Student's Book pages 110–111

READING


1 Books closed. As a lead-in, ask students: *Do you like visiting foreign countries? If you could go anywhere in the world, where would you go?* Elicit some answers in open class. Next, give students three minutes to agree on a list of the five most exciting places in the world, in pairs. Nominate students to share their lists in open class.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity. Focus on the pictures and nominate students to describe them. Ask students to discuss the photos on pages 110–111 in pairs. Monitor and help with vocabulary as necessary. During whole-class feedback, write some of the students' answers on the board to refer to when they have read the article.

2 To encourage students to read the article quickly, set a four-minute time limit to read and check their answers to Exercise 1. Allow students to compare answers with a partner before a whole-class check. Refer back to students' ideas on the board to check if anyone guessed correctly.

Answers

Voronya Cave, Mariana Trench, Amazon rainforest, Greenland, deserts

3  2.31 Give students time to read the questions and deal with any questions about vocabulary. Play the audio while students re-read and listen to the article and answer the questions. Ask them to underline the parts of the text that gave them their answers. Allow them to compare answers with a partner before whole-class feedback.

Answers

- 1 Because it is so inaccessible and inhospitable to humans.
- 2 Because caving is very popular in those places.
- 3 Freezing temperatures and immense water pressure.
- 4 98%
- 5 Because of its climate, resources and biodiversity.
- 6 Understanding the history of the Earth's environment.
- 7 Explorers have died.
- 8 They have developed to survive in very high temperatures and with very little water.

Optional extension

To give students extra practice in scanning, write the following terms on the board and ask students to find them in the text and say what they refer to. To make the exercise more challenging, write the terms in random order for students.

Most of (the caves remain unexplored)
Thousands (of caves are thought to exist in China)
2% (of the ocean floor has been explored)
50% (of the world's rainforest is in the Amazon)
2,000 (species of bird and animal live in the Amazon)
2.5 million (insect species have been documented)
400,000 (plant species have been documented)
81% (of Greenland is covered in ice)
limited (the extent to which Greenland has been explored)
very few (desert explorations have been conducted)

4 **SPEAKING** Put students into small groups to discuss the questions. Monitor but do not interrupt unless errors hinder comprehension. Make sure all students are contributing to the discussion and encourage quieter students to voice their opinions too. To facilitate the involvement of quieter students, you could assign them the role of group secretary. They are then tasked with making detailed notes on the group's answers. Regroup students and ask them to share their ideas with their new groups. Nominate two or three students to report back on their discussions in open class.

TRAIN TO THINK

Exploring hidden messages

1 Ask students to read the introduction and to consider whether they do this. Ask: *Do you ever avoid saying what you really think? Can you give any examples?* Students discuss with a partner. Invite students to share their answers in open class.

Give students time to read the statements and think about what the person might be hiding. Do the first one in open class as an example if necessary. Ask students to work in pairs to complete the exercise.

Tell them to think about who could have said each statement. Check answers in open class. Tell students that we sometimes use 'hidden message' language when we want to avoid being direct. For example, statement 4 might be used as a 'polite' way of accusing somebody of copying.

- 2 Students complete the exercise in pairs. Encourage them to practise responding in such a way that the true message is hidden. Listen to some of their responses in open class and ask the rest of the class to decide if the answers sound authentic.

Optional extension

Tell students that if two people do not particularly get on, they may have conversations which include a lot of hidden messages. This is commonly seen in comedy films where characters do it for comic effect. Students may enjoy creating dialogues containing a variety of hidden messages. For example:

(At Anne's party)

A: Hi, Anne. Great party! I like parties without too many people. (there's no atmosphere)

B: Hi! If I'd known you were coming I'd have invited John. (for you to speak to because I don't want to)

A: The music's good – I haven't heard this song since I was about 10. (you like children's music)

Ask students to create dialogues with a partner, then act them out for another pair, who have to guess the true meaning of the statements at the end of the dialogue.

Student's Book pages 112–113

GRAMMAR

Passive report structures

- 1 Before focussing on sentences 1–5, you may like to give students a brief review of the passive. Write the following sentences from the article on the board or project them if you have access to an IWB and ask students: *What do these sentences have in common?* (They are all in the passive.)

- 1 Only 2% of the ocean floor has been explored.
- 2 Research and development exhibitions are being carried out.
- 3 It's easy to think that everything that could be discovered already has been.

Ask students to work in pairs to name the passive forms. Check answers.

- 1 present perfect passive
- 2 present continuous passive
- 3 modal passive; present perfect passive

Ask students to look through the text and underline more examples of: the present simple passive; the present perfect passive; modal passives (e.g. *will/can/could*); and passive infinitives (*to be* + past participle).

Answers:

The present simple passive: *very little is known, is known about our solar system, studies are conducted, rainforest is said, are known to live there, more are believed to live there, is covered in ice*

The present perfect passive: *already has been, has been explored, has been almost impossible, species have been officially documented, has only been explored, have been drilled*

Modal passives (e.g. *will/can/could*): *could be discovered*

Passive infinitives: *to be revealed, to be opened up, to be determined, to be explored, to be learnt*

Next, ask students to read sentences 1–5 and ask: *Which of the sentences are facts and which are opinions?* (1 and 2 are opinions; 3–5 are facts.) Students work with a partner to find sentences in the article with the same meaning as sentences 1–5. Ask students to discuss the differences in the form of the sentences in pairs or groups. Check answers. Students work together to complete the rule. During whole-class feedback, elicit/give further examples to clarify the usage of each passive report structure, as necessary. Ask: *When and why do we use passive report structures?* (mostly in written language; to make language more formal and to avoid starting sentences with impersonal subjects such as *people* or *experts*).

Answers

- 1 tens of thousands more are believed to live there
- 2 thousands of caves are also thought to exist in China
- 3 The Amazon rainforest is said to comprise around 50% of all the rainforests in the world.
- 4 over 2,000 species of birds and mammals are known to live there
- 5 many people are known to have died on such expeditions

Rule

- 1 present
- 2 past
- 3 written

- 2 If you're short on time, you can set this exercise for homework but perhaps do number 1 in open class. Students work individually to complete the exercise, then check their answers with a partner before whole-class feedback. During feedback refer to the rule for clarification.

Mixed-ability

Give weaker students the answers to the exercise showing the passive structures (you'll need to prepare this before the lesson) and ask them to write down the original (active) sentences. Stronger students can complete the exercise as it appears on the page.

Answers

- 1 is believed to be disappearing
- 2 is said to be 500 metres deep
- 3 in the deep ocean are thought to be blind
- 4 is known to have contained water only 5,000 years ago
- 5 are believed to have existed for millions of years

Optional extension

Write the following verbs on the board. Tell students that all of them can be used with the structure *it is + past participle + that*:

agree, announce, believe, calculate, claim, consider, discover, estimate, expect, feel, hope, know, report, say, show, suggest, think, understand

Students work with a partner to write six sentences about their country using some of the verbs in the passive report structure. They should write three sentences that they think are true and three false. When students have written their sentences, ask them to share their sentences with another pair and work out which sentences are true and which are false. Listen to some of these as examples in open class.

Workbook page 108 and page 127



Be aware of common errors related to *been* and *being* when using the passive. Go to *Get it right!* on Student's Book page 126.

VOCABULARY

Geographical features

- 1 If you have access to an IWB, this would best be done as a heads-up activity with the images enlarged and projected onto the board. Ask students to cover the words and work with a partner to try to name each of the things. After two minutes, ask students to uncover the words and match the words to the pictures, in pairs. Check answers in open class and take the opportunity to say the words for students to repeat and check pronunciation. Pay attention to the long vowel sounds in *bay*; *volcano* and the short vowel sound in *glacier*.

Answers

1 D 2 F 3 G 4 B 5 E 6 A 7 H 8 C

- 2 Use the images to check/clarify: *surface*; *erupts*. Ask students to work individually to complete the sentences, then compare answers with a partner before feedback in open class.

Mixed-ability

Stronger students can cover the words in Exercise 1 and attempt to complete the sentences from memory before they uncover the words and check.

Answers

1 mountain range 2 dune 3 waterfall 4 reef
5 volcano 6 glacier 7 bay 8 canyon

Fast finishers

Ask students to think of adjectives to describe each of the places in the photos.

- 3 **SPEAKING** Divide the class into small groups to complete the exercise. Make the activity into a competition by setting a three-minute time limit and counting down every 30 seconds. When time is up, regroup students so that they can compare their lists.

This can also be turned into a quiz, with students asking each other where the geographical features are. Listen to some of their answers in open class.

Optional extension

Ask students to work with a partner to decide which of the eight features they would most like to visit and rank them from 1 to 8. Hold a class vote to find out which is the most popular geographical feature.

Workbook page 110

LISTENING

Discovering new species

- 1 Books closed. As a lead-in, ask students: *How many different animal species can you name in English?* Elicit one or two in open class to make sure that students are clear on the meaning of *species*, and then ask them to make a list in pairs. Monitor and ask the pair with the longest list to share it with the class. Ask the class: *How many different animal species are there in the world?* (There were estimated to be 8.7 million different species in 2011.) Finally, give students three minutes to work in pairs and brainstorm things that animals have but humans do not, for example: *tusks*; *hooves*. Write all correct answers on the board.

Books open. If there is an IWB available in the classroom, this would best be done as a heads-up activity with the whole class. Project the pictures onto the board. Ask students to do the matching activity in pairs. During feedback, point to/ elicit the following in the pictures: *fins*; *wings*; *antennae*; *feathers*; *beak*; *scales*.

- 2 Students discuss the questions in pairs. Ask them to rank the animals in order of beauty and danger. If students have access to the Internet, they could search for the animals to find out if they are poisonous or endangered.

Answers

Poisonous: tree frog; monitor lizard
All of them are endangered

- 3 **2.32** Play the recording while students listen for the creatures mentioned. Students can check answers with a partner before whole-class feedback.

Answer

rainbow fish, monitor lizard, honeyeater

Audio Script Track 2.32

Well, good morning everyone. My name's Jeanine Wiley and I'm from an organisation called *Species Specialists*. I've been given the job of talking today about discovering new species, of animals, birds, plants and so on.

Now, I don't know about you, but a lot of people imagine that we know all the animals and birds and fish and other creatures that we share this planet with. But in fact that's simply not true. Not at all. Of course we *have* found lots of different creatures, but what's fascinating is that we are finding new species all the time, and in particular in certain places that are more difficult for people to get to – like, the bottom of the sea or in the rainforest.

Erm, I'd like to give you just one example here and it's the island of Papua New Guinea. Papua New Guinea is a pretty big island just north of Australia. It's covered in rainforest and it's an incredibly, erm, an amazing place in terms of wildlife.


Now, here's something that might surprise you – in ten years between 1998 and 2008, just in Papua New Guinea alone, one thousand and sixty new species were found. One thousand and sixty, that's more than two species every week for ten years. Now, that includes plants and flowers, but lots of different kinds of animals and fish and things too. One example is a monitor lizard, a beautiful black lizard with blue markings that can grow to about a metre in length. They also found a bird called a honeyeater, with beautiful orange patches around its eyes. And this honeyeater is a very different bird because it's almost silent, makes no sounds at all, and that's why no one found it for so long, no one heard it!

And then there's fish, there's what's called the rainbow fish, and in fact seven different kinds of rainbow fish have been found over the last ten years or so.

So, the good news is that we're finding new species all the time. We don't know how many more species are still out there. What we do know is that more will be found – it's just inevitable, really, that we're going to find more species.

What's not so good, of course, is that all these animals and birds and fish are endangered. Their habitat, that is the places where they live, is being destroyed, and it's human beings who are doing it. Um, forests are being turned into fields to grow food, and trees are being cut down to get wood, and rivers are being used by more and more boats, and so these animals find it harder and harder to live. The consequences of this will be more and more animals becoming extinct – and that's a terrible thought. If we don't act now, to stop habitats being destroyed, many animals will disappear and future generations will only see them in books. I think it's vital for humans to find ways to live well and without harming other living creatures, don't you?

Anyway, back to discovering new species. There are other places, too, not just Papua New Guinea, where we ...

- 4  2.32 Give students time to read the questions and underline the key information that they will be listening for. Play the audio again while students listen and answer the questions. Allow them to compare answers with a partner before a whole-class check.

Answers


- 1 an organisation called Species Specialists
- 2 1,060
- 3 Because it's a silent bird, so no one heard it.
- 4 That we're finding new species all the time.
- 5 Destroying animal habitats.

Optional extension

Ask students to work with a partner and discuss what they would do if they discovered a new species. Ask them to think about the procedure they would need to follow to get the new species recognised as a different species to those already listed. Ask them to imagine what the creature might be and what they would name it. More artistic students might also like to draw a picture of their creature.

FUNCTIONS

Speaking persuasively

- 1  2.33 Ask students to work with a partner to try to complete the extract from memory. Play the audio for them to check their answers. Check answers in open class.

Answers

- 1 consequences 2 terrible 3 don't act 4 vital
- 5 don't you

Audio Script Track 2.33

... and so these animals find it harder and harder to live. The consequences of this will be more and more animals becoming extinct – and that's a terrible thought. If we don't act now, to stop habitats being destroyed, many animals will disappear and future generations will only see them in books. I think it's vital for humans to find ways to live well and without harming other living creatures, don't you?

- 2 To check understanding of terminology (adjectives; adverbs; question tag; conditional clause) elicit examples of each in open class. Students work in pairs to complete the exercise. Check answers.

Answers

- 1 harder and harder, more and more 2 don't you?
 - 3 If we don't act now
- 3 Refer students to the extract in Exercise 1 as an example of what is required. Students write persuasive sentences. Monitor and help with vocabulary and to check students are including examples of the structures in Exercise 2 to make their points strongly. Give students time to think about which words they will stress when giving their speeches. Put students into small groups to take turns to give their speeches. Students could vote on the most persuasive speech for each of 1–3 in their groups.

Mixed-ability

Stronger students can complete the exercise alone. Weaker students can work with a partner.

PRONUNCIATION

For practice of linking with the intrusive /r/ sound go to Student's Book page 121.

THINK VALUES

Human activity and the natural world

- 1 Students work with a partner to discuss questions 1–3 and note down their ideas. Encourage students to use bullet points and to write down any interesting vocabulary they will need to use in their discussions. Monitor to help with vocabulary and ideas.
- 2 **SPEAKING** Tell students they are going to give a presentation. You could ask students to choose their own question from Exercise 1 to concentrate on, or you can assign questions if you want to make sure there is a balance of different presentations. Before students prepare their presentations, elicit/clarify that students should include a brief introduction before giving their opinions and ending with a strong conclusion. Remind students to use the kind of persuasive language used in the Functions exercise. Monitor and help with any questions. When students have completed the exercise, divide the class into

small groups for students to share their presentations (with smaller groups, this could be done in open class).

Optional extension

As students listen to their classmates' presentations, ask them to grade them from 1 (poor) to 5 (excellent) in the following areas: enthusiasm; eye contact/body language; subject knowledge; organisation. When the presentations have all been given, ask students to give each other feedback.

Student's Book pages 114–115

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. As a lead-in, ask students: *How would you travel to ... (city near the school)?* Elicit answers from students in open class and make a note on the board. Ask: *How could you travel if there were no roads or railways? How long would it take?* Ask students to discuss with a partner before listening to some of their ideas in open class.

Students discuss the questions in pairs. If they have access to the Internet, give them time to research their answers to the questions before discussing them.

- 2 Ask students to work with a partner to discuss the pictures and title before checking their answers by reading the text quickly. Confirm answers in open class. Note: the highlighted state on the map is of Rondônia.
- 3 Before reading the text again, ask students to underline the key words in the statements that will help them decide if the sentence is true, false or not in the article. Students read the article again to complete the activity and correct the false statements. Check answers with the whole class. Ask students to refer to the parts of the article to explain their answers.

Answers

1 DS 2 T 3 F 4 T 5 DS 6 T

Fast finishers

Ask students to write two more statements about the article for their partners/the class to decide if they are true, false or not in the article.

SPEAKING

Students discuss the questions in pairs or small groups. Monitor and help with vocabulary as necessary. Make sure all students get an opportunity to speak. Make a note of any interesting answers and refer to these during whole-class feedback.

Optional extension

Ask students to write five questions based on the article, in pairs. Put pairs together to form groups of four for them to ask each other their questions. Students score two points if they can answer correctly from memory and one point if they can find the answer after looking at the text for only 15 seconds.

GRAMMAR

The passive: verbs with two objects

- 1 Students find the sentence in the article. Ask students to complete the rule and then compare their answers with a partner. During whole-class feedback, give further examples of your own to clarify the rules, as necessary.

Answers

Sentence 3 is used in the text.

Rule

1 indirect 2 direct 3 person

- 2 Ask students to look at the four pairs of sentences. Clarify that both are grammatically possible, but one of each pair is more usual. Students work with a partner to complete the exercise.

Answers

1 B 2 A 3 A 4 A

Fast finishers

Ask students to find further examples of the passive in the article and think about why the passive is used in each case.

- 3 If you're short on time, you can set this exercise for homework. Students complete the exercise and then check their answers with a partner before whole-class feedback. During feedback elicit which is the indirect object in each sentence in order to clarify answers, as necessary.

Mixed-ability

Ask weaker students to underline the direct objects and circle the indirect objects before they rewrite the sentences taking the indirect object as subject.

Answers

- 1 My mum was offered a job.
2 My dad was owed a lot of money.
3 He was given some medicine.
4 We were promised a week's holiday.
5 I was shown the right way to do it.

Optional extension

Write the following words on the board, randomly, for students to order into sentences. Stronger students/classes could follow up by writing example sentences of their own for their partners to order.

- 1 I was given a bicycle for my birthday.
2 She was told a story by her mother.
3 I was promised a big present if I passed my exams.
4 He was given some advice.

Workbook page 109 and page 127

VOCABULARY

Verb + noun collocations

- 1 Ask students to complete the exercise in pairs. Remind them to put the verbs into the correct form. During whole-class feedback, say the collocations for students to repeat and check pronunciation.

Answers

1 made 2 made 3 take 4 play

- 2 Books closed. Display the five columns on the IWB and add the four noun collocates from Exercise 1.

Books open. Ask students to work with a partner to complete the exercise. If you are using an IWB, prepare a board with the words written in individual text boxes. Check answers. During feedback, ask individuals to come to the board and drag and drop words into the correct column. Elicit any further examples of noun collocates from students and add them to the table.

Answers

make	take	play	do	give
friends	a photograph	a part	exercise	advice
a deal	exercise	the fool	a deal	a speech
a journey	advice	a joke	a favour	money
a speech	a journey	a role	an exam	an example
progress	an exam		research	a test
a wish	a decision		good	
an effort	revenge		a test	
a decision	a joke			
money	advantage of			
an example	a test			
a joke				
a complaint				
amends				
fun of				

- 3 You could encourage students to first read the text in order to get a general understanding, before they read in detail to complete the exercise, by asking them to ignore the gaps and answer this question: *What preparations did the writer make before starting his journey up the river?* Students read again and fill the gaps. Allow students to compare answers with a partner before feedback in open class.

Answers

1 take/make 2 gave 3 making 4 gave 5 made
6 done 7 taken 8 made 9 did/made 10 take
11 make 12 take

Fast finishers

Write the following questions on the board. Ask fast finishers to write answers.

What do you usually take photos of?

How do you know when you are making progress with your English?

How might you make amends when you do something wrong?

Do you ever make fun of your friends?

- 4 **WRITING** In pairs, students write the next paragraph of the story. Before they start to write, ask them to discuss what they are going to write,

and then note down some collocations to include. As they write, monitor to help with any questions and to check students are using collocations correctly. Ask students to exchange paragraphs with other pairs and to consider how similar or different their stories are, then take feedback on this in open class.

Optional extension

Divide the class into pairs for students to test each other on the collocations. For example:

A: *a speech*

B: *make a speech*

Workbook page 110

Student's Book pages 116–117

LITERATURE

The Lost World by Arthur Conan Doyle

- 1 Books closed. As a lead-in, ask: *Can you think of any novels or films about dinosaurs? What happens in them?* Students discuss the questions in pairs. Listen to some of their ideas in open class and write any repeated themes on the board.

Books open. Look at the photo and title and ask students to read the introduction. Check/clarify: *plateau*. Ask students to discuss the question with a partner. Nominate one or two students to share their ideas in open class.

- 2 Ask students to quickly read the extract and choose the best ending. You could set a three-minute time limit to encourage speed-reading. Allow students to check answers with a partner before whole-class feedback.

Answer

Ending 2

- 3 **2.36** Play the audio for students to listen to and read the extract. Tell them to concentrate on answering the questions in note form and not to worry about understanding every word or writing full sentences. Allow students to check their answers with a partner before feedback in open class. Nominate students to share their answers and to give reasons.

Answers

- To avoid any conflict.
- They remained motionless and looked frightened.
- Different groups of drummers were using the drums to communicate.
- 'We will kill you if we can.'
- To avoid being attacked by native people. / So that they could escape more quickly. / So that they were more difficult to steal.

- 4 **VOCABULARY** Students work individually to complete the exercise and then check their answers with a partner before feedback in open class.

Mixed-ability

Stronger students can look at the words in the text and try to deduce meaning from context before referring to the definitions on page 117.

Answers

- 1 breaking out 2 clumsily 3 aware of 4 gazing
5 motionless 6 anchor 7 dawn 8 intently

- 5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor, encouraging students to fully develop and expand on their answers. 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(s) who used them. During feedback, ask for volunteers to report back to the class on their discussion.

Optional extension

Give students five minutes to work in pairs and search for as many adjectives as they can find in the extract (there are 30). When time is up, elicit answers but don't discuss meaning or what the adjectives refer to. Regroup students into groups of three pairs. Pairs take it in turn to say an adjective. The other two pairs race to be first to say what the adjective refers to in the extract. They should also discuss and check they understand the meaning of the adjective at this stage.

You could end with a memory activity – students close their books and work with a partner to write down as many of the adjectives as they can remember.

WRITING

A short biography

- 1 Ask students: *Have you ever read a biography of a famous person?* Elicit responses in open class. Ask students to read the short biography of O.R. Tambo and answer the questions. Allow them to compare answers with a partner before doing a whole-class check.

Answers

- 1 Education and law. 2 Zambia and London.
3 Because he had a stroke and could not work any longer.

- 2 Students work with a partner to complete the exercise. Check answers. Point out that the information is presented chronologically.

Answers

- A Fourth paragraph B Second paragraph
C First paragraph D Third paragraph

- 3 Give students time to read the instructions. In open class, elicit the names of some places in students' cities which are named after famous people and write them on the board. Divide the class into pairs for students to choose a subject they are both familiar with and answer the questions. If students have access to the Internet, they can do the research in class. If not, this could be done at home. Students make notes, decide which information to include in their biography and then make a plan.

Students write their biography. Encourage them to use the structure of the text about O.R. Tambo as a template. In the next lesson, ask students to share their work with other students and decide which is the most interesting.

Student's Book pages 118–119

TEST YOURSELF UNITS 11 & 12

VOCABULARY

1

Answers

- 1 squeezing 2 solar 3 breathtaking 4 volcano
5 waterfall 6 reef 7 took 8 bonus 9 do
10 far-fetched

GRAMMAR

2

Answers

- 1 to have 2 consequently 3 can't have 4 to be
5 must be 6 was given

3

Answers

- 1 I'm sure a lot of people have met the new boy. Sue ~~mustn't~~ ~~can't~~ be the only one.
2 Only a few people are thought to have ~~survive~~ **survived** so long alone in the desert.
3 Oh dear, I'm bound to ~~got~~ **have got** this all wrong – I didn't understand the question.
4 My father was brought up by his aunt after his parents ~~were~~ died.
5 Kelly Jones is ~~know~~ **known** to have owned three houses, although she has always said that she's very poor.
6 I suppose it's possible – Carol might ~~be~~ **have been** at the party last night, but I didn't see her.

FUNCTIONAL LANGUAGE

4

Answers

- 1 must, dear 2 had been, terrible 3 believed, can't
4 thought, seen