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Distant Shores

Reading:	missing paragraphs, checking for cohesion
Vocabulary:	travel and culture-related words, phrasal verbs, word formation, collocations & expressions, understanding new words
Grammar:	gradable & ungradable adjectives, modifying adverbs, <i>hardly, barely, scarcely vs almost, virtually, practically</i> , position of adjective & adverbs, adjectives which change meaning according to their position, referring backwards & forwards
Listening:	multiple-choice, choosing appropriate answers
Speaking:	talking about volunteering abroad, explaining, recommending, comparing, reaching a consensus
Writing:	essay (4), analysing complementary texts, analysing the key points

Unit opener

- Ask students to look at the title of the unit and to tell you what they think it means (*places that are far away; abroad*).
- Ask students to look at the picture and tell you what it resembles (*a starry sky*).
- Ask students to read the caption and ask them if they would like to visit such a cave.
- Ask students to tell you about any spectacular natural wonders in their country.

Reading

A

- Ask students to read the instructions and the statements. Explain anything the students don't understand.
- Tell students to justify their answers.
- Ask them to discuss in pairs before discussing as a class.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to skim read the text for the answer. Tell them they do not need to read paragraphs A-H at this stage. Explain that they don't have to read in detail as they will have another opportunity to read the text.
- Ask students to do the task individually, but check as a class.

Answers

People do it because it makes them feel good, not just because they're a kind, giving soul.

C

- Ask students to read the *Exam Close-up* on page 37. Remind them that cohesion makes a text flow in a logical way and that their understanding of this is what is tested in the gapped text task. Go through the clues for linking a text and ask for examples.
- Ask students to look at paragraphs A-H and to underline the obvious cohesive devices - the words/phrases that are used to refer back to a previous part of the text.
- Ask them to do the task individually, but check as a class.

Answers

A: this will depend on overall meaning
B: this will depend on overall meaning
C: One last thing (*after a number of other things*)
D: There is also
E: this will depend on overall meaning
F: what you're buying, too
G: Isn't this
H: Yes, that's right (*in answer to a query/question*)

D

- Ask students to read the *Exam Task* and explain anything they don't understand.
- Remind students to read all of the text and paragraphs first, and pay special attention to the sentences before and after the gap as these will likely contain cohesive devices. Tell them also to pay attention to the overall meaning also as not all paragraphs will be linked by a cohesive word or phrase.
- Ask students to do the task individually, but check as a class.

Answers

1B 2G 3D 4A 5F 6C 7H (paragraph E is not needed)

E

- Ask students to read the instructions and check that they understand what they have to do.
- Tell them to find the phrases in the text and deduce their meaning from the context before they choose their answers.
- Ask them to do the task individually, but check as a class.

Answers

- | | |
|------------------------|-----------------------|
| 1 put one over on me | 4 took the plunge |
| 2 made a huge dent in | 5 off the beaten path |
| 3 add insult to injury | |

Ideas Focus

- Explain to students that they are going to answer some questions about tourism. Ask students to read the questions and explain anything they don't understand.
- Ask students to answer the questions in pairs and encourage them to draw on their personal experience as much as possible.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask students at random to answer each of the questions and encourage the other students to give their opinions.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Teaching Tip

Wherever possible, make the topic of the unit more relevant to students by relating it to their own lives and experiences. In this lesson, for example, ask students to talk about the effects of tourism – both positive and negative – on their country.

Vocabulary

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the nouns and to tell you what they have in common (*they all share the meaning of 'unusual/unique thing'*).
- Tell students that although the words are very similar in meaning, there will be clues in the sentences to help them decide which word to choose.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------|--------------|
| 1 oddity | 4 spectacle |
| 2 wonder | 5 rarity |
| 3 marvel | 6 phenomenon |

Extra Class Activity

Ask students to write a short text about a natural phenomenon in their country or elsewhere in the world. Tell them to describe it and to say why it is worth visiting, but without naming it. When they are ready, ask them to read out their texts and have the class guess which place is being described.

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and elicit that the words in bold are all adjectives. Tell students that although the options have similar meanings, only one can be paired with the specific noun each time.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|----------|
| 1 deciding | 5 narrow |
| 2 desired | 6 prime |
| 3 dim | 7 sharp |
| 4 educated | 8 strong |

C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the yellow box. Explain that for every correct answer there is a distractor with a similar or related meaning.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|-----------------|
| 1 influx | 5 diversity |
| 2 injection | 6 picturesque |
| 3 spelt | 7 drain |
| 4 long-lasting | 8 short-sighted |

D

- Ask students to read the instructions and check that they understand what they have to do. Make sure they understand that they need to identify the incorrect words.
- Tell students that there is only one incorrect word in each item and that the other two words can be used interchangeably in the context.
- Ask students to do the task individually, but check as a class.

Answers

1b 2c 3a 4c 5b 6a

E

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to try and work out the meaning of the phrasal verbs in context before they look at the meanings.
- Ask students to do the task individually, but check as a class.

Answers

1d 2f 3e 4b 5h 6c 7a 8g

F

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to read the sentences and underline the words that indicate what kind of word should go in the gap. Go over these with the students before they write their answers. (1 – *the* indicates a noun is needed; 2 – *populated* is an adjective, so an adverb is needed; 3 – *any* indicates that a plural noun is needed; 4 – *a ... effect* is a noun and means an adjective is needed; 5 – *absolutely* is an adverb, so an adjective is needed; 6 – *an ... practice* is a noun, so an adjective is needed; 7 – *The requires* a noun; 8 – *towns* is a noun and requires an adjective)
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|-----------------|
| 1 tranquillity | 5 phenomenal |
| 2 sparsely | 6 unsustainable |
| 3 vaccinations | 7 devastation |
| 4 detrimental | 8 provincial |

G

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read through the sentences. Explain anything they don't understand.
- Ask students to do the task individually, but check as a class.
- Once the answers have been checked, ask students to tell you what the expressions mean. (*on a whim* = *impulsively*; *play it by ear* = *without planning*; *the tip of the iceberg* = *a tiny part of a much larger issue/problem*; *a drop in the ocean* = *a tiny/minuscule amount*; *bucket list* = *a list of things to do before you die*; *on the spur of the moment* = *impulsively*; *a riot of colour* = *brightly coloured/with many different colours*; *a stone's throw* = *very close to/not distant*)

Answers

- | | |
|--------|-----------|
| 1 whim | 5 bucket |
| 2 ear | 6 spur |
| 3 tip | 7 riot |
| 4 drop | 8 stone's |

H

- Ask students to read the *Exam Close-up* and then ask one to explain what it says in his or her own words.
- Explain to students that many words in English have a foreign origin, and that they should use their knowledge of other languages, including their own, to work out the meaning of new words.
- Ask students to read the *Exam Task* and the questions, and explain anything they don't understand.

- Ask students to do the task individually, but check as a class.
- Once the answers have been checked, ask students which of the words in the answer options are similar in their language or are actually from their language.

Answers

1c 2b 3d 4a 5b 6c 7a 8a

Grammar

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Ask students what kind of words are in bold and elicit that they are adverbs and adjectives.
- Explain that gradable adjectives are adjectives like *big*, *small* and *scared*. Something can be *very small* or *a bit small*. Gradable adjectives show that something can have different degrees. Explain that ungradable adjectives are adjectives like *single* or *unemployed*. A person cannot be *very single* or *a bit single*. Ungradable adjectives do not have different degrees. Tell students that adjectives like *terrible*, *enormous* and *furious* are also ungradable adjectives. They already contain the idea of *very* in their definitions – *enormous* means *very big*, etc.
- Tell students that we use adverbs to make adjectives weaker or stronger. Adverbs that can be used with gradable adjectives include *very*, *extremely*, *a bit*, *slightly*. Adverbs that can be used with ungradable adjectives include *absolutely*, *completely*, *totally* and *utterly*. Tell students that some adverbs can be used with both.
- Ask students to do the task individually, but check as a class.

Answers

- gradable adjectives: serious, radical, late, difficult / ungradable adjectives: essential, right
- adverbs used with gradable adjectives: extremely, a bit, quite
- adverbs used with ungradable adjectives: absolutely, quite
- 'quite' meaning 'absolutely': quite + right
- 'quite' meaning 'fairly': quite + difficult
- 'too' with 'only' meaning 'more than expected': only too often
- 'too' meaning 'more than is desirable': too late

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the adverbs and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|-----------------------|
| 1 tired | 5 tired and exhausted |
| 2 tired | 6 tired and exhausted |
| 3 tired | 7 tired |
| 4 exhausted | |

C

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they need to rank the combinations from weakest to strongest.
- Ask students to do the task individually, but check as a class.

Answers

slightly tired
a little tired / a bit tired
rather tired / somewhat tired / fairly tired
moderately tired / pretty tired
very tired / really tired / terribly tired
quite exhausted / pretty exhausted / really exhausted
utterly exhausted / completely exhausted
absolutely exhausted

D

- Ask students to read the instructions and check that they understand what they have to do.
- Read the rule and explain anything students don't understand.
- Ask students to do the task individually, but check as a class.

Answers

Ungradable, adverbs, gradable, tired, ugly, good

E

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

- 1 the prices of the tickets are reasonable, i.e. not too expensive
- 2 there is a dramatic (i.e. very clear) difference between these and other solutions
- 3 dilemmas that are almost impossible to solve
- 4 it is surprising how few difficulties
- 5 it is understandable that viewers are shocked
- 6 the hikers are lost to the point of possibly never being found

Now read the Grammar Reference on page 194 (7.1 to 7.4) with your students.

F

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the expressions and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

1f 2a 3d 4e 5c 6b

G

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to refer back to B if they need help.
- Ask students to do the task individually, but check as a class.

Answers

- 1 ~~completely~~ worried really/very/extremely/
incredibly/terribly worried
- 2 Correct
- 3 Correct
- 4 ~~very~~ ridiculous absolutely/completely/utterly
ridiculous
- 5 ~~slightly~~ ruined completely/totally/utterly/
absolutely/really/virtually ruined

H

- Ask students to read the instructions and check that they understand what they have to do.
- Look at the example with the students. Elicit that they will need to write an adverb, and adjective and a noun in that order.
- Ask students to do the task individually, but check as a class.

Answers

- 1 an unbelievably successful conservation
programme
- 2 a surprisingly resilient species
- 3 an understandably shy creature
- 4 a stunningly beautiful fish
- 5 deeply disturbing statistics
- 6 a dreadfully wasteful lifestyle

I

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences. Explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|-------------|
| 1 painfully | 5 hugely |
| 2 considerably | 6 extremely |
| 3 enormously | 7 partly |
| 4 quite | 8 perfectly |

J

- Ask students to read the instructions and check that they understand what they have to do.

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- Ask students to underline the examples of the passive causative and get in the sentences.
- Ask students to do the task individually, but check as a class. Make sure you check the answers to the first part of the task before students complete the second part.

Answers

- a *Almost, virtually* and *practically* are used with a negative verb/situation.
- b *Hardly, barely* and *scarcely* have a negative meaning.

K

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the paragraph. Explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

before, after, after

Now read the Grammar Reference on page 194 (7.5 to 7.6) with your students.

L

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to underline the adjectives that are used in both phrases.
- Ask students to work in pairs, but check as a class.

Answers

- 1a the **concerned** members = the members who are concerned (worried)
- 1b the members **concerned** = the members who the issue concerns/relates to
- 2a a rather long and **involved** explanation = overcomplicated
- 2b the organisations **involved** include local conservationists = the organisations that are involved
- 3a the **present** situation = the current situation
- 3b the people **present** at the meeting = people who are attending the meeting
- 4a the **proper** way to deal with the problem = the correct way
- 4b after the foothills the mountain **proper** starts = the real mountain
- 5a humans are **responsible** for climate change = are to blame for
- 5b a **responsible** person would not waste energy = sensible/mature

Now read the Grammar Reference on page 194 (7.7) with your students.

M

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences. Explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|------------------------|
| 1 Hardly | 4 serious |
| 2 almost | 5 hungrily |
| 3 Virtually | 6 tourists responsible |

N

- Ask students to read the *Exam Close-up* and then ask one to explain what it says in his or her own words.
- Explain that they may need to refer back or forwards when they complete the gaps in the text, and that this could require indefinite place adverbs and indefinite pronouns. Tell them that they may need to use a word that is opposite in meaning to one previously in the text, or to repeat a word from the text. Tell them to be aware of these when they complete the task.
- Ask students to read the *Exam Task* and explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------------|------------|
| 1 almost/nearly | 5 too |
| 2 greatest/biggest | 6 as/so |
| 3 no | 7 horn |
| 4 most | 8 possible |

Listening

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the meanings and the dialogues. Explain anything they don't understand. Explain that the responses are phrases and expressions in English.
- Students do the task individually, but check answers as a class.
- Make sure students understand the phrases used as responses before they do B.
- Time permitting, you might ask your students to think of their own responses – both formal and informal – to the questions in A before they proceed to B.

Answers

1a 2c 3d 4e 5b 6f

B

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the questions. Explain anything they don't understand. Tell them they can use the responses in A or their own, and to try different degrees of formality.
- Students work in pairs.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure or pronunciation.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Suggested answers

- 1 Of course.
Sure.
Certainly.
I'll get on to it soon.
As soon as I get a chance.
It's a priority.
- 2 Sorry, I can't help.
I haven't the vaguest/foggiest/least idea.
Oh, I wish I could help.
Well, you could try the supermarket.
The market might stock it.
You might try checking the Internet.
- 3 I haven't got round to it, I've been too busy.
I've been meaning to do it.
Oh, dear! I completely forgot about it.
It just slipped my mind.
I thought you said you'd fix it!
- 4 Be my guest!
No, go (right) ahead!
Of course not.
You might as well.
- 5 Of course you can.
That's perfectly OK.
Yes, no problem.
Yes, which would you like?
Yes, by all means.
- 6 Don't ask me!
Never heard of it.
I think I have an idea.
I'd be lying if I said I did.
Are you sure that's a word?
Better look it up!
Something tells me it's a bit like recycling.
Isn't it a kind of recycling?

C

- Ask students to read the *Exam Close-up*.
- Tell students that it's important they pay attention to the verb tenses used in the answer options and make sure they answer the question they hear. Tell them that the tenses do not necessarily have to be the same in the question and the answer, but they do need to be appropriate for the context and situation (eg '*Do you know where Tom is?*' '*I saw him earlier at the library; you could try there.*' *The question is in the present simple, but the answer includes a past tense*). Tell students they need to be aware of commonly used idioms as these are the kinds of phrases often tested in the listening. Tell them they can find lists of these very easily online. Finally, tell them to be careful with hypothetical

meanings such as conditionals and wishes which show that something isn't true (eg *Have you ever upcycled anything?*' '*I wouldn't know where to start.*')

- Ask students to read the *Exam Task* and check that they understand what they have to do. Explain that they will hear eight questions.
- Give students time to read items 1-8 and to think about what they might hear. Answer any questions they might have about the items.

D

- Play the recording once all the way through and ask students to mark their answers. Ask students to discuss their answers with a partner and to justify any they have that are different.
- Play the recording again and ask students to check their answers and to complete any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1a 2a 3b 4c 5c 6c 7b 8a

Speaking

A

- Ask students to read the questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure or pronunciation.
- Have a class discussion about the pros and cons of volunteering abroad.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Teaching Tip

Students are sometimes tempted to take it easy during unsupervised discussion. Ensure your students are discussing the Speaking questions rather than an unrelated topic by asking them to tell you about their discussion as you circulate around the classroom. For example, ask pairs their views on a particular question and if they agree or disagree about it.

B

- Ask students to read the *Exam Close-up*.
- Remind them that comparing and contrasting involves discussing similarities and differences, and providing reasons why one option is better than another. Tell them to use adverbs and adjectives when recommending an option – explain that these help to give better descriptions (eg *particularly important, especially useful, etc.*). Remind them that they need to listen carefully to their partner in order to respond appropriately, and to ask for clarification if necessary.

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- Refer students to the *Useful Expressions* before they do the *Exam Task*.
- Ask students to read the instructions for the *Exam Task*. Spend some time explaining the mechanics of the task. Tell them that Student A will explain two options to Student B, who will have to listen carefully and choose the best one. They then swap roles and Student B will explain two options to Student A, who will choose the best one of the two. Once they have each chosen an option, they need to discuss the pros and cons of each and decide on one.
- Ask students to read the task and explain anything they don't understand. Tell them that although the bullet points are brief, they need to expand on these and not simply read them out as they are (eg '*Lakeside accommodation is provided/available*' or '*There is lakeside accommodation*' instead of just '*Lakeside accommodation*').
- Students work in pairs to do the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure or pronunciation.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Useful Expressions

- Read the *Useful Expressions* to the students. Remind them again that they need to explain their options to their partner; their partner then has to compare and contrast the two options and recommend one of the two; and then they need to reach a consensus about the best option overall.
- Spend some time practising these until students feel confident they can say them naturally.

Ideas Focus

- Ask students to read the questions and deal with any queries they may have.
- Ask students to work in pairs to take turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any problems in structure and pronunciation.
- Ask a student from each pair to answer one of the questions until each pair has had a turn. Ask other students if they agree or if they have something else to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Writing: an essay (4)

- Explain to students that in this lesson they are going to deal with writing an essay.
- Ask students to read the *Learning Focus* on analysing complementary texts and explain anything they don't understand. Remind students that they looked at contrasting texts in Unit 5.
- As this aspect of the writing task may be new to students, explain again the difference between complementary texts and contrasting texts. Complementary texts complement each other in some way, usually by sharing a positive or negative view of a topic. Contrasting texts, on the other hand, offer contrasting views, for example one may be in favour of a suggested measure while the other is against it.
- Tell them that the task requires them to identify two key points in each text and that they must summarise, evaluate and react to them. Tell them that when summarising, they must paraphrase the input material and not copy it wholesale.
- Remind them that the style – as in all essays – should be formal, and that they should use advanced grammar structures to achieve this (eg *inversion, passive voice, cleft sentences, etc.*).

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements. Explain anything they don't understand. Tell them that *peoples* in statement 6 refers to the members of a particular nation, community, or ethnic group.
- Ask students to do the task individually, but check as a class.

Answers

1 EC 2 SC 3 EN 4 EN 5 EC 6 SC

B

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that this will help them to understand what a complementary statement is.
- Ask students to do the task individually, but check as a class.

Answers

Positive: 1, 4, 6
Negative: 2, 3, 5

C

- Ask students to read the instructions and check that they understand what they have to do. Explain that the questions will help them to analyse the task.
- Ask students to read the task and explain anything they don't understand.
- Make sure you give students enough time to complete the task.
- Ask students to do the task individually, but check as a class.

Answers

- 1 The quality of the environment is essential to tourism; it's why people travel / tourism has negative impacts on the environment that it depends on.
- 2 Multinational companies in tourism, offering all-inclusive packages / this is bad for local businesses and should be strictly regulated.
- 3 Both texts are about (negative aspects/impacts of) tourism; the first text mentions infrastructure construction (including hotels and resorts) and the second text mentions all-inclusive packages at hotels and resorts.
- 4 No.
- 5 Yes, they are both about some negative aspects of tourism.

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the example essay. Explain anything they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

The writer suggests that multinationals should only employ local staff at their hotels and resorts.

E

- Tell students they are going to look back at the example essay to analyse the language used.
- Ask students to read the essay again and look for the words and expressions.
- Ask students to do the task individually, but check as a class.

Answers

- 1 that is to say
- 2 thereby
- 3 In the final analysis

F

- Ask students to read the instructions and check that they understand what they have to do. Elicit that conjunctions are words used to connect clauses or sentences, such as *but*, *and*, *if*.
- Explain that they should use more advanced conjunctions in their essays as these make their writing more formal and are impressive too.

- Spend some time explaining the functions of the conjunctions in F. Make sure students understand these before they do the task. (*albeit* = *though*; *by the same token* = *in the same way or for the same reason*; *inasmuch as* = *to the extent that/in so far as*; *notwithstanding* = *in spite of*; *what with* = *because of*; *yet* = *nevertheless*)
- Ask students to do the task individually, but check as a class.

Answers

- 1 Notwithstanding
- 2 yet
- 3 by the same token
- 4 inasmuch as
- 5 albeit
- 6 what with

Teaching Tip

Revise important features of essay writing, such as advanced conjunctions, regularly. Make sure students know what they mean and how to use them appropriately.

Useful Expressions

- Read the *Useful Expressions* to the students.
- Ask them what *for the most part means* (in most cases; usually), and what to say *nothing of means* (another way of saying *not to mention*). Students have already seen the other conjunctions in this lesson.

G

- Ask students to read the *Exam Close-up* about analysing the key points in the input texts. Remind students that they need to identify these first and then consider what their own views are regarding them, and to explain why.
- Remind students that they can use the information here as a checklist when writing their own articles.
- Ask students to read the instructions and the *Exam Task*. Explain anything they don't understand.
- Ask students to read the paragraph plan on page 77 (*Unit 5*) and point out that the structure of an essay dealing with complementary and contrasting input texts is the same.
- Read the *Useful Expressions* to the students.
- Set the *Exam Task* for homework.

Suggested answer

The passages look at some of the positive effects of tourism on the environment and on living standards.

The first text begins with the observation that tourism is linked to the declining quality in areas of natural beauty, in particular, coastal areas. This is in reference to the over-development of popular island and seaside destinations such as those found in the Mediterranean region. However, it points out that their popularity can lead to an increased awareness of the need to protect them with the establishment of protected areas that will guarantee their continued existence. While I can appreciate the logic of the argument, for the most part the damage has already been done by the time any plans to create marine and wildlife parks are made.

The second text argues that tourism leads to an improvement in the standard of living for local residents. In order to attract and satisfy tourists, investments are made in facilities and services that everyone benefits from. These include vital services such as health care centres and hospitals, improved public transport, sport and leisure facilities, restaurants and public spaces. It cannot be denied that in comparison to places that are not tourist destinations, popular holiday spots offer the local residents a wider range of facilities and services that can significantly improve standards of living.

Overall, it would appear that tourism can have some positive impacts for the environment, though these tend to be cancelled out by over-development. On the other hand, improvements to the standard of living are an obvious benefit.



7 Reef Cleaner

General Note

Please see the information about National Geographic videos on page 19 of this Teacher's Book.

Background Information

Artificial reefs, created by intentionally sinking ships, provide a home for marine life of all types. However, the sites attract fishermen and divers, who unintentionally leave rubbish behind, such as fishing hooks, which are dangerous to marine creatures. Conservation divers visit reefs to remove the dangers that pose threats to turtles, dolphins, and other marine life.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about reef cleaning.
- Ask them to look at the photos and tell you what they show. (*a fishing hook being tied to fishing line; anchor rope*)
- Ask students how the equipment can be a danger to marine life.
- Ask students to discuss in pairs before discussing as a class.

Answers

The equipment is used for fishing. There are fishing hooks, fishing line and rope. Sometimes it can get left behind in the sea and trap marine life.

While you watch

B

- Tell students that they are going to watch the video to see how the problem of fishing trash in reefs is being dealt with.
- Play the video all the way through without stopping and ask students to check their answers.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|--------------------|----------------------|
| 1 hazard (00:06) | 4 footprints (00:53) |
| 2 sponges (00:36) | 5 snagged (01:10) |
| 3 utilised (00:47) | 6 shears (01:19) |

After you watch

C

- Explain to students that this is a summary of the information they heard in the video.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain to students that they should read the whole summary before writing any answers first to work out what meaning is required in the gaps.

- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|---------------|
| 1 discarded | 6 perform |
| 2 pose | 7 accumulated |
| 3 entangled | 8 bring up |
| 4 clear | 9 cut out |
| 5 break down | 10 support |

Ideas Focus

- Ask students to read the three questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Deal with any problems in structure or pronunciation that came up.

Answers

Students' own answers