

Jules Verne

OBJECTIVES
Listening Listening for specific information and for detail
Grammar Relative clauses
Reading Reading for gist; sequencing a series of events
Critical thinking Understanding modern opportunities for world travel
Functions Describing journeys
Writing Writing a description of a journey

Listening

1 Guess the meaning of the highlighted words from the listening text.

- a The earliest type of air travel was the hot air **balloon**.
 b Stevenson's novel *Treasure Island* **came out** in 1883.
 c In 1492, Christopher Columbus left Spain on a journey of **exploration**.
 d When the man was stopped by the police, he asked to speak to his **lawyer**.
 e I've just **realised** that I don't have to go to school today because it's a holiday.
 f Most **science fiction** books tell stories about life in the future.

2 Discuss these questions in pairs.

- a Are you interested in stories of exploration?
 b Which science fiction books or films do you know?

3 Listen to a talk about the writer Jules Verne and choose the correct answers.

- a What did Jules Verne write?
 A articles **B** novels C poems
 b What was his nationality?
 A French B British C American
 c When did *Around the World in Eighty Days* come out?
 A 1828 B 1863 C 1873

4 Listen again. Are these sentences **True** or **False**?

- a **F** Some people called Jules Verne the grandfather of science fiction.
 b Jules Verne was born in France in 1928.
 c Jules Verne's father was a lawyer.
 d Jules Verne's father stopped paying for his son's studies because he had no money.
 e His first story was called *Fifteen Weeks in a Balloon*.
 f People first read *Around the World in Eighty Days* in a magazine.

5 Discuss this question in pairs.

In the past, science fiction writers wrote about planes, rockets and submarines. What do today's science fiction writers write about?

WORKBOOK
PAGE 83

Objectives

Listening

Listen for specific information and for detail

Grammar

Relative clauses

Reading

Reading for gist; sequencing a series of events

Critical thinking

Understanding modern opportunities for world travel

Functions

Describing journeys

Writing

Writing a description of a journey

LESSON 1

Before using the book:

- Find out how many methods of transport the students can name.
- Write their ideas on the board as they call them out.

Listening

1 Guess the meaning of the highlighted words from the listening text.

- 1 Tell the students that the words in yellow in these sentences are ones that they will need in this unit. Read the sentences aloud or ask several students to read them.
- 2 Give the students a few minutes to think about the words, look at the context in which they occur and decide what they think they might mean. Ask several students for their guesses before allowing them to check in their dictionaries.

Answers: _____

- a *balloon*: a small coloured rubber bag that is filled with air to use as a toy or decoration, or a large bag of strong light cloth filled with gas or heated air so that it can float in the air and be used for transport
- b *came out*: became available for people to buy
- c *exploration*: travelling through an unfamiliar area to find out what it is like
- d *lawyer*: someone whose job it is to advise people about the law and speak for them in court
- e *realised*: noticed something that you had not noticed or understood before
- f *science fiction*: books and stories about life in the future

2 Discuss these questions in pairs.

- 1 Go through the questions with the class to make sure that everyone understands them. Then put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.
- 2 Ask a representative from each pair to report back to the class on their ideas.

Students' own answers**3 Listen to a talk about the writer Jules Verne and choose the correct answers.**

- 1 Tell the students they are going to listen to a talk about the writer Jules Verne. Go through the questions and the answer choices with the class before playing the recording or reading the script, so that they know what information to listen out for. You may need to play the recording or read the script more than once. Then, ask the students to choose the correct answers.

- 2 Check the answers with the class.

Answers: _____

- b A
- c C

TAPESCRIPT

Narrator: You probably don't know much about the writer Jules Verne, but you may have heard of two of his most famous novels: Journey to the Centre of the Earth and Around the World in Eighty Days. Verne wrote stories about air travel, space travel and submarines before planes, rockets or submarines were used. This is why many people call Jules Verne the 'father of science fiction'.

Verne was born in 1828. He grew up in a port called Nantes in northern France. It was always busy with ships coming and going. This may be why Jules became interested in travel and exploration. There is a story that when he was very young, he wanted to travel so much that he hid on a ship as it was leaving Nantes for America.

After he left school, Jules Verne studied to be a lawyer, but spent a lot of his time writing stories about fantastic journeys. His father, who was also a lawyer, realised this, so he stopped paying for his son's studies and told him he had to find a job. His first story, which was called Five Weeks in a Balloon, came out in 1863. After that, he wrote two books every year and earned enough money to live on his writing. His most well-known book, that he wrote in 1873, was Around the World in Eighty Days. It first came out in a magazine.

In 1905, Jules Verne became ill and died. His last novel came out after his death. It was called The Lighthouse at the End of the World.

4 Listen again. Are these sentences True or False?

- 1 Go through the statements before playing the recording again so that the students know what information to listen out for. Pause the recording at appropriate places to allow the students to take notes.
- 2 Allow the students to compare their notes in pairs before checking answers with the class. Ask them to correct the false statements.

Answers: _____

- a F. Some people called him the father of science fiction.
- b F. He was born in 1828.

Jules Verne

UNIT 14

1 Correct the mistakes about Jules Verne. Listen to check your answers.

Jules Verne was born in Nantes in the south of France in 1928. His father was a doctor. Nantes was a busy town with a large airport. Planes were coming and going all the time. When he was a teenager, Jules hid on a plane which was going to Africa. When he left school, Jules studied to be a teacher, but he spent so much time playing football that his father stopped paying for his studies. In 1863, his first poem, which was called *Five Months in a Cinema*, came out. Jules Verne was born in 1905.

- a north
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____

2 Complete the sentences using the following words.

balloon come out exploration
fiction lawyer realise

- a Science fiction books are about life in the future.
- b A hot air _____ can be used to travel to far places.
- c On a journey of _____ people discover new places.
- d Millions of people are waiting for the new book to _____.
- e A _____ speaks for a person who has been arrested.
- f If you _____ something, you suddenly know it.



81

- c T
- d F. Verne's father discovered that his son was spending too much time writing stories.
- e F. His first story was called *Five Weeks in a Balloon*.
- f T

5 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to discuss the question. Go round the class, monitoring and helping with vocabulary.
- 2 Check answers by asking pairs to report their discussion back to the class.

Students' own answers

Correct the mistakes about Jules Verne. Listen to check your answers.

- 1 Remind the students of the information they listened to about Jules Verne in the Student's Book. Go through the example with the class, pointing out that this is a continuous text and that there is at least one mistake in each line. Ask them to correct the other mistakes.
- 2 Allow the students to compare their answers in pairs before playing the recording or reading the script for them to check.

- Answers:** _____
- b 1928 1828; doctor lawyer
 - c airport port; Planes Ships
 - d teenager young boy; plane ship
 - e Africa America
 - f teacher lawyer
 - g playing football writing
 - h poem story
 - I *Five months in a Cinema* *Five Weeks in a Balloon*
 - j was born died

TAPESCRIPT

*Jules Verne was born in Nantes in the north of France in 1828. His father was a lawyer. Nantes was a busy town with a large port. Ships were coming and going all the time. When he was a young boy, Jules hid on a ship which was going to America. When he left school, Jules studied to be a lawyer, but he spent so much time writing that his father stopped paying for his studies. In 1863, his first story, which was called *Five Weeks in a Balloon*, came out. Jules Verne died in 1905.*

2 Complete the sentences using the following words.

- 1 Give the students a few minutes to read the gapped sentences. They can then complete the task individually and compare answers in pairs.
- 2 Check answers with the class.

Answers: _____

- b balloon
- d come out
- f realise
- c exploration
- e lawyer

LESSON 2

SB page 87 WB page 82

Grammar

Relative clauses

1 Read about relative clauses and answer the questions.

- 1 Read the first question and the sentences in part a aloud to the class and ask the students to say what the difference between *who* and *which* is.
- 2 Ask the students to look carefully at the sentences in part b and to say how they are different from those in a. If they have difficulty in distinguishing between the information that is necessary and the information which is merely additional, tell them to try reading the sentences without the relative clauses. Also point out the use of commas around relative clauses which add extra information.
- 3 Look at question c with the class. It may help that the students to grasp the difference between the two sentences if you point out that the speaker in sentence 1 has only one uncle and the speaker in sentence 2 has more than one uncle.
- 4 Ask the students to work individually to answer question d. Then check answers with the class. If the students need more help with relative clauses, they can look at the Focus on Grammar box or turn to the Grammar Review on page 133.

Answers: _____

- a *who* is used for people; *which* is used for things.
- b In a, the clauses add extra information that is not essential to the sentences; in b, the clauses say which man and which novel – they define them and are essential to the meaning of the sentences.
- c Sentence 1 gives us extra information, but this information is not essential to the meaning; sentence 2 tells us which uncle – there may be more than one and so the clause is essential to the meaning of the sentence.

Grammar Relative clauses

GRAMMAR REVIEW PAGE 133

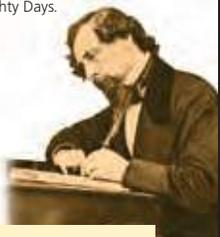


1 Read about relative clauses and answer the questions.

- a The red parts of these sentences from the listening text are relative clauses. *Who* and *which* are relative pronouns. What is the difference between *who* and *which*?
 - 1 Jules Verne, **who was French**, was born in 1828.
 - 2 His father, **who was a lawyer**, paid for Jules's studies.
 - 3 Jules Verne was born in Nantes, **which is in the north of France**.
 - 4 Around the World in Eighty Days, **which came out in 1873**, is his most famous novel.
- b How are these relative clauses different from the relative clauses in 1a?
 - 1 The man **who paid for Jules's studies** was his father.
 - 2 The novel **which came out in 1873** was *Around the World in Eighty Days*.
- c In which of these sentences do we need the information in the relative clause? In which sentence does the relative clause give us more information?
 - 1 My uncle, **who is a writer**, lives in Cairo.
 - 2 My uncle **who is a writer** lives in Cairo.
- d Which of these sentences is like **c1** and which is like **c2**?
 - 1 His father, **who was also a lawyer**, stopped paying for his son's studies.
 - 2 The most well-known book **which he wrote** was *Around the World in Eighty Days*.

2 Rewrite these as one sentence in your notebooks, like Exercise 1 c1.

- a Charles Dickens was a famous English writer. He was born in 1812. *Charles Dickens, who was born in 1812, was a famous English writer.*
- b Robert Louis Stevenson wrote *Treasure Island*. He was Scottish.
- c William Shakespeare wrote *King Lear*. He was English.
- d Daniel Defoe wrote *Robinson Crusoe*. He was a father of seven children.



3 Rewrite the sentences from Exercise 2 like Exercise 1 c2.

- a The famous English writer who *was born in 1812* was Charles Dickens.
- b The Scottish writer who
- c The Englishman
- d The father of seven children

4 FOCUS ON GRAMMAR

Relative clauses

- Type 1 relative clauses give necessary information about a person or thing:
Mr Ali is the man who teaches us maths.
- Type 2 relative clauses (with commas) give us more information about a person or thing:
Mr Ali, who teaches us maths, lives in Cairo.
- Use *who* for people, *which* for things and *where* for places.

WORKBOOK PAGE 84



SKILLS FOR LIFE

Read as many books as you can. Books can help you understand the world around you.

- d 1 is like c1; 2 is like c2

2 Rewrite these as one sentence in your copybooks, like Exercise 1 c1.

- 1 Go through the example with the class. Remind them that we put commas around relative clauses which are not essential, but which add additional information. Also point out that the relative pronoun *who* replaces *He* from the second sentence.
- 2 Ask the students to rewrite the remaining sentences using relative clauses. As they do this, go round giving extra help where necessary.
- 3 Check answers with the class, making sure the students have punctuated their sentences correctly.

1 Complete the sentences with **who**, **which** or **where**.

- a Charles Dickens was the writer who wrote *Oliver Twist*.
- b Someone _____ I enjoy listening to is my grandfather.
- c I watched an interesting programme on TV about Neil Armstrong, the first man _____ walked on the moon.
- d Last year, I visited Alexandria, the city _____ Gamal Abdel Nasser was born.
- e The book about Charles Dickens, _____ my friend gave me, is very interesting.
- f They've built a new school next to the house _____ I grew up.
- g If I help you with your homework, will you lend me the DVD _____ you bought last week?
- h The sunglasses _____ I bought last week were not expensive.



2 Complete the sentences with the correct ending to make relative clauses.

- he can speak more than two languages
- he sells meat
- he wrote *The Old Man and the Sea*
- you bought them yesterday
- I did it last night
- I met him for lunch yesterday
- I'm meeting you there on Wednesday
- they're building it near to my house

- a What is the name of the writer who wrote *The Old Man and the Sea* _____
- b I am still trying to find the homework _____
- c My father is the only person in our family _____
- d A butcher is someone _____
- e The new airport _____ will open in three years.
- f Where are the new CDs _____
- g The man _____ was an old school friend.
- h The café _____ is in the city centre.

3 Complete to make sentences.

- a A camel is an animal which has adapted to living in the desert. _____
- b A dictionary is a book _____
- c A kitchen is a room _____
- d A mechanic is someone _____
- e A passenger is a person _____
- f Tennis is a sport _____

Answers: _____

- b Robert Louis Stevenson, who was Scottish, wrote *Treasure Island*.
- c William Shakespeare, who was English, wrote *King Lear*.
- d Daniel Defoe, who was a father of seven children, wrote *Robinson Crusoe*.

3 Rewrite the sentences from Exercise 2 like Exercise 1 c2.

- 1 This exercise gives the students the opportunity to construct some sentences with defining relative clauses. Go through the example with the class and then ask them to work individually to complete the exercise. As they do this, go round monitoring, encouraging and giving extra help where necessary.

- 2 Check answers with the class, by asking a different student to read a sentence each.

Answers: _____

- b wrote *Treasure Island* was Robert Louis Stevenson.
- c The Englishman who wrote *King Lear* was William Shakespeare.
- d The father of seven children who wrote *Robinson Crusoe* was Daniel Defoe.

Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Now ask a few students to tell you which books they have read that have helped them to understand the world around them.



WORKBOOK

1 Complete the sentences with **who**, **which** or **where**.

- 1 Remind the students that *who* is used for people, *which* for things and *where* for places. Do the example with the class and then ask them to complete the remaining sentences.
- 2 Ask the students to write their answers. Go round giving extra help where needed.
- 3 Check answers with the class by asking different students to read a completed sentence each.

Answers: _____

- b who c who d where e which
- f where g which h which

2 Complete the sentences with the correct ending to make relative clauses.

- 1 Do the example with the class, reminding them that the relative pronoun *who* replaces the pronoun *he* in the phrase from the box to make the relative clause.
- 2 Ask the students to work individually to complete the remaining sentences with the other phrases in the box. Go round making sure they are doing this correctly.

- 3 Check answers with the class by asking different students to read out a sentence each.

Answers: _____

- b ... which I did last night.
- c ... who can speak more than two languages.
- d ... who sells meat.
- e ... which they're building near my house ...
- f ... which you bought yesterday?
- g ... who I met for lunch yesterday ...
- h ... where I'm meeting you on Wednesday...

3 Complete to make sentences.

- 1 Go over the example with the class and elicit various other ideas about how to complete the sentence. Write the students' ideas on the board.
- 2 Ask them to use the remaining prompts in the exercise to write more sentences. Go round, monitoring and helping where necessary.
- 3 Check answers with the class by asking several students to read out their sentences.

Suggested answers: _____

- b which is very useful when you're learning a language.
- c where you can cook meals.
- d who repairs cars.
- e who travels on a bus, train, boat, etc.
- f which I like very much.

LESSON 3

SB page 88

UNIT 14

Reading

- 1 Look at the map of a journey in 1872. How do you think the people travelled from city to city?



2 FOCUS ON VOCABULARY

Match the words a-d with their meanings 1-4, then check in your dictionary.

- | | |
|--|---|
| a <input checked="" type="checkbox"/> argument | 1 a person who lives with and works for another person |
| b <input type="checkbox"/> criminal | 2 taken until someone gives money for the person to be free |
| c <input type="checkbox"/> kidnapped | 3 a person who has done something bad |
| d <input type="checkbox"/> servant | 4 a disagreement between people |

- 3 Read the summary of *Around the World in Eighty Days* and put these events in the order that they happened.

- a Arrest of Fogg by Fix
- b Arrival in Suez
- c Disagreement between Fogg and his friend
- d Fogg and Passepartout leave London
- e Journey by elephant
- f Journey from Liverpool to London
- g Kidnap of Passepartout
- h Passepartout finds out the date
- i Rescue of young woman

- 4 Read again and answer these questions.

- a What does Fogg catch in San Francisco? *a train*
- b What do they miss in New York?
- c What two things do they think they lose in Britain?

5 FOCUS ON COLLOCATIONS

Which nouns can follow these three verbs (some can follow more than one)?

- | | | | | | | | | | | |
|--------------|--------|-------|------------|-----------|----------|---------|--------|---------|--------|----------|
| Verbs | catch | lose | miss | | | | | | | |
| Nouns | a ball | a bus | a criminal | a disease | a flight | a match | a race | a train | weight | a person |

Around the World in Eighty Days



The story begins in a London club on October 2, 1872. Philias Fogg, a rich man, has an **argument** with a friend about how long it would take him to travel around the world. Fogg's friend does not believe that Fogg can finish the journey in 80 days. If he succeeds, Fogg will win £20,000.

Fogg leaves London, with his **servant** Passepartout, at 8.45 P.M. on October 2. They will have to return at the same time on December 21. After seven days, they **reach** Suez, where they meet a man called Fix. Fix is a policeman who thinks that Fogg is the **criminal** he is looking for. The three men travel to Bombay by ship, then to Calcutta by train. Unfortunately, the railway line is not finished and they need to travel part of the way by elephant. On their journey, they save a young woman from death. She is called

Reading

1 Look at the map of a journey in 1872. How do you think the people travelled from city to city?

- 1 Focus attention on the map and see if the students can say which cities or countries the travellers visited.
- 2 Ask for ideas as to how they travelled from city to city. Accept any plausible ideas.

Suggested answers: _____

They probably travelled by train, horse or by boat, or perhaps they walked some of it.

2 Match the words a-d with their meanings 1-4, then check in your dictionary.

- 1 Tell the students that they are going to read a summary of the story of *Around the World in Eighty Days*. Point out that the words in this exercise are important in the story. Ask the students to match the words to their meanings and then check in their dictionary.

- 2 Check answers with the class.

Answers: _____

- b 3
- c 2
- d 1

Critical thinking

- Answer these questions about *Around the World in Eighty Days*.
 - What year was the story about?
 - Why does Phileas Fogg's friend think that he cannot travel around the world in eighty days?
 - Why do you think that Fogg decided to try to go around the world in eighty days?
 - Why do you think that he has the time to spend travelling like this?
 - What do you think that Fogg learned on his journey?

- Read these advertisements for travel holidays. Which would you choose? Why? Discuss in small groups.

- Discuss these questions in pairs.
 - If you had the chance to travel around the world, which route would you choose? Start and end your journey from your home town.
 - What would you most look forward to seeing on this journey?
 - Which forms of transport would you use?
 - How quickly do you think that you could do the journey around the world?
 - Which language do you think would be most useful on your journey? Why?
 - Many people use journeys like these to collect money for charity. Which charity would you collect money for? Why?

WORKBOOK PAGE 85

UNIT 14

4 Read again and answer these questions.

- Go through the questions with the class to make sure that everyone understands. Then ask the students to work individually and answer the questions.
- Go round, monitoring and helping. Tell them to refer back to the reading text for the answers.
- Check answers with the class.

Answers: _____
 b a boat to Liverpool
 c a day and the prize money

5 Which nouns can follow these three verbs (some can follow more than one)?

- Quickly revise the meanings of *verb* and *noun* by asking for examples of each.
- Ask the students to find any instances in the reading passage where a verb is followed by a noun (e.g. *leaves London, reach Suez, arrests Fogg, travelled east*).
- Point out that, in the exercise, there are three verbs in the top box and ten nouns or noun phrases in the bottom box. Ask the students to decide which verbs can go with which nouns. Explain that several of the nouns can go with more than one verb.
- Ask the students to match each verb in the exercise with the nouns that can follow it.
- Check answers with the class.

Answers: _____
 catch: a ball, a bus, a criminal, a disease, a flight, a train
 lose: a ball, a criminal, a match, a race, weight
 miss: a ball, a bus, a flight, a match, a train, a person

LESSON 4

SB page 89

Critical thinking

1 Answer these questions about *Around the World in Eighty Days*.

- Ask students what they can remember about the story *Around the World in Eighty Days* from the

3 Read the summary of *Around the World in Eighty Days* and put these events in the order that they happened.

- Give the students time to read the story. Answer any questions they have about vocabulary or meaning.
- Ask the students to work individually to order the events from the story.
- Allow them to compare in pairs before checking answers with the class.

Answers: _____
 a 7 b 3 c 1
 d 2 e 4 f 9
 g 6 h 8 i 5

Aouda and she goes with them on their journey. From Calcutta, they travel by ship to Hong Kong, then across the Pacific to San Francisco.

In San Francisco, Fogg, Passepartout, Fix and Aouda catch the train to New York, but during this journey Passepartout is kidnapped. Fogg rescues his servant, but they get to New York late and miss their boat to Liverpool. After fuel problems, the next boat finally reaches Britain.

As soon as they arrive, Fix arrests Fogg. He quickly realises that Fogg is not the real criminal, but by now they have missed their train to London, lost a day and so lost the money. However, Passepartout discovers that it is December 20, not December 21. Because they had travelled east, they had crossed the International Date Line and saved a day! Fogg and Passepartout hurry to the club and arrive in time to win the £20,000.



- previous lesson.
- Go through the questions with the class to make sure that everyone understands. Then put the students into pairs and ask them to discuss and answer the questions.
 - Go round, monitoring and helping with vocabulary and ideas.
 - Ask the pairs to report back to the class on their ideas.

Answers: _____

- 1872
- (suggested) He thinks that it will be impossible to do it so quickly, because transport was very slow then and many things may go wrong.
- (suggested) He had the time and the money to prove his friend was wrong. It was a challenge.
- (suggested) He is a rich man, so he does not have to work.
- (suggested) He probably learned that places can be dangerous, but if you do not give up, that anything is possible. He probably also learned about different cultures.

2 Read these advertisements for travel holidays. Which would you choose? Why? Discuss in small groups.

- Focus attention on the advertisements and make sure everyone understands them. Then put the students into pairs and ask them to discuss the questions.
- Go round, monitoring and helping with vocabulary and ideas.
- Ask the pairs to report back to the class on their ideas.

Students' own answers

3 Discuss these questions in pairs.

- Read the questions with the class and make sure everyone understands them. Put the students into different pairs and ask them to discuss the questions.
- Go round, monitoring, encouraging and helping with vocabulary and ideas.
- Ask different pairs to report back to the class with their answers. Encourage class discussion.

Students' own answers

UNIT 14

- Choose the correct words.**
 - After seven days, Fogg and Passepartout arrived in Suez, where/~~which~~ they met Fix.
 - Fix thought that Fogg was the criminal ~~which~~/who he was looking for.
 - In/On their journey through India, they rescued a young woman.
 - During/While the journey from San Francisco to New York, Passepartout was kidnapped.
- Rewrite these sentences using the words in brackets.**



 - The police managed to get the thief as he was running away. (catch)
The police managed to catch the thief as he was running away.
 - My illness began at Leila's birthday party. (catch)

 - My taxi had to wait in a traffic jam, so I didn't catch my train. (miss)

 - To run in the race, I must be less heavy. (lose)

 - My football team didn't win their match at the weekend. (lose)
My _____
 - My family are on holiday. I wish I could see them. (miss)

 - Everyone at school has flu. I hope I am not infected. (catch)

- Write answers to these questions.**
 - How can people avoid catching diseases like flu?

 - If you lived in another country, what would you miss from your country?

 - Have you lost anything recently? What was it?

 WORKBOOK
page 83

1 Choose the correct words.

- Ask the students to work individually to choose the correct words to complete the sentences.
- Check answers by asking different students to read out the complete sentences.

Answers: _____
b who c On d During

2 Rewrite these sentences using the words in brackets.

- Go through the example with the class. Then ask the students to work individually. They

Communication skills Describing journeys

1 You are going to talk about an interesting journey.

- a Choose a journey that you would like to describe. It can be a real journey that you have made, or a journey that you would like to make.
- b When you tell your story, what verb tenses will you use?
- c Make a list of words and phrases which tell you:
 - how people travelled e.g. *by train, by boat, by bicycle, on a plane, in a car, on foot, on horseback.*
 - when something happened, e.g. *First of all, Next, Then, After that, Finally, In the end.*
- d Make notes in answer to these questions, like the sample.
 - 1 Where was your journey from and to?
London to London – around the world
 - 2 Why did you make the journey?
to go around the world and win money
 - 3 Who made the journey with you?
I started with my servant Passepartout. We met two other people on the way.
 - 4 How did you travel?
by train, ship, boat and elephant
 - 5 What happened during the journey?
We rescued a young woman; Passepartout was kidnapped; we missed boats and trains.
 - 6 How did the journey end?
We returned to London and won the money.



2 Talk about your journeys in pairs.

- a Take turns to tell each other about your journeys. Use your notes to help you.
- b Ask each other questions to find out more about the journeys.



3 Research the following about cruise ships

Find out information about cruise ships that visit Egypt. Find out:

- where the ships stop in Egypt
- which places tourists from the ships visit
- which other countries the same cruise ships visit

WORKBOOK PAGE 86

rewrite the sentences using the prompts and the verbs in brackets (which may need to be put in the correct form).

- 2 Allow the students to compare their sentences in pairs before checking answers with the class.

Answers:

- b I caught my illness at Leila's birthday party.
- c I missed my train because my taxi had to wait in a traffic jam.
- d I must lose weight to run in the race.
- e My football team lost their match at the weekend.
- f I miss my family because they are on holiday.
- g I hope I haven't caught/don't catch flu as/because everyone at school has it.

3 Write answers to these questions.

- 1 Go through the questions with the class to make sure that everyone understands them. Then put the students into pairs and ask them to discuss the questions. As they do this, go round encouraging and helping where necessary.
- 2 Ask a representative from each pair to report their ideas to the class.

Students' own answers

LESSON 5

SB page 90 WB page 84

Communication skills

Describing journeys

1 You are going to talk about an interesting journey.

- 1 Remind the students about the story of a journey in *Around the World in Eighty Days*. Go through the instructions with the class and give the students a minute or two to look at the pictures and think of the journey they would like to describe. Tell the students it can be an imaginary journey if they wish.

- 2 Focus attention on the sample notes with the class and make sure everyone understands what to do.

- 3 As the students write their notes, go round, giving help and encouragement. Discourage them from writing whole sentences, otherwise they may simply read these out in the next exercise.

2 Talk about your journeys in pairs.

- 1 Go through the instructions with the class.
- 2 Put the students into pairs and ask them to take turns to describe their journeys to each other, using their notes to help.
- 3 Afterwards, they should discuss their journeys, asking questions about anything they haven't

understood. Go round as they do this, monitoring and helping where necessary.

3 Research the following about cruise ships.

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.



WORKBOOK

page 84

1 Read this description of a journey and answer the questions.

- 1 Go through the questions with the class so that they know what information they are looking for. Then give them plenty of time to read the text and find the answers.
- 2 Check the answers with the class.

Answers: _____

- a To Dalaman airport in Turkey.
- b To go on holiday.
- c He was with his wife and his two children.
- d They flew to Turkey and then took a bus to their hotel. On the way, the bus had an accident but no one was hurt. They had to continue by train and then taxi to the hotel.

2 Write about your journey in your copybook.

- 1 Go through the instructions with the class.
- 2 As the students write their descriptions, go round the class monitoring and helping. Remind them to use a variety of past tense verbs, to use relative clauses where possible and to include the verbs *catch* and *miss*. Tell them to check their work carefully for grammar and spelling mistakes.
- 3 The finished descriptions might make a good display for the classroom. Allow the students to illustrate them if they wish.

UNIT
14

1 Read this description of a journey and answer the questions.

- a Where was the journey to? _____
- b What was the purpose of the journey? _____
- c Who was on the journey with the writer? _____
- d What happened during the journey? _____

A journey to remember

We were really looking forward to our holiday. Our plane took off at 9.15 pm and we arrived five hours later at Dalaman airport in Turkey. My wife and two children slept all through the journey. We got on a small bus which had come to the airport for us, and we started the two-hour drive through the mountains to our hotel. We saw the sun come up at the beginning of another hot day. We were going through a village when the bus suddenly left the road and went into the garden of a house. The bus hit a tree and stopped. Nobody was hurt, but the children were very frightened. After that, we caught a train to the nearest town, where a taxi came for us. We finally arrived at our hotel at 5 o'clock in the afternoon. It had been a very long day.



2 Write about your journey in your copybook.

- a Plan the description of your journey using the notes you made in the Student's Book.
- b Write your first draft quickly in 120–150 words. Use the following:
 - past tense verbs (past simple, past continuous and past perfect).
 - relative clauses with relative pronouns (*who*, *which* and *where*).
 - the verbs *catch* and *miss*.
- c Read what you have written very carefully. Look for grammar and spelling mistakes. Check spellings in your dictionary.
- d Correct the mistakes as you write the final draft.

84

Students' own answers

Assessment

Listening Task

Target element: relative clauses, vocabulary from the unit

Tell students you are going to describe a person from the unit without naming them. The students guess the person. The answers are given below in brackets.

This man, who wrote stories about air travel and submarines, was French. (Jules Verne)

This man, who was a lawyer, stopped paying for his son's studies. (Jules Verne's father)

This man, who wrote Oliver Twist, was an English writer. (Charles Dickens)

This man, who was already rich, won £20,000. (Phileas Fogg)

This man, who was a policeman, wanted to arrest Phileas Fogg. (Fix)

Speaking Task

Target element: Relative clauses and vocabulary from the unit

This time the students do the task from the Listening Task themselves. Ask students to name any of the people who appear in the unit. You can write these on the board (**Robert Louis Stevenson, William Shakespeare, Daniel Defoe, Jules Verne, Charles Dickens, Phileas Fogg, Passepartout, Fix, etc.**). They now think of one of these people without telling their partner who they have chosen. One student then tells their partner about this person without naming them, using a relative clause, e.g. *He was the writer who wrote *Treasure Island* (Robert Louis Stevenson).* The other student guesses the person. They then swap roles. At the end of the exercise, get one or two pairs to perform their task to the class.

Reading Task

Target element: vocabulary from the unit

Use WB page 84, Ex 1. Students read the text. Write the following sentences on the board. Students say if they are true or false (answers in brackets below):

- Four of them went to Turkey on holiday.** (True)
- They arrived at about 1.15.** (False. 2.15 is five hours later)
- The journey by bus was in the evening.** (False. The sun was coming up so it was morning.)
- The bus hit a house.** (False. It hit a tree.)
- A train took them to their hotel.** (False. A taxi took them.)
- They reached their hotel in the afternoon.** (True)

Writing Task

Target element: Relative clauses

Ask students to write six sentences of their own (not copying any from the book) containing relative clauses. They should write two with *who*, two with *which* and two with *where*. If you think your students need more guidance, write the following sentences that they can complete with a suitable relative clause (suggested answers in brackets):

- Do you like Cairo,** (which is the capital of Egypt/where I went last weekend?)
- My teacher,** (who lives near me/who speaks good English, is helping me with my homework.)
- Jules Verne,** (who wrote *Around the World in Eighty Days*, died in 1905).
- The beach,** (where I go every weekend/which is never busy, is close to the station.)
- That book,** (which I read last week, is really exciting.)