

- 2 • If students aren't sure of the spelling of any of these words, tell them to look at the wordlist at the back of the Student's Book.

Answers

- | | |
|--------------|-------------|
| 1 police | 5 newsagent |
| 2 car park | 6 clothes |
| 3 department | 7 bank |
| 4 hospital | 8 post |

- 3 • Remind students of the difference between *along* and *across*, and between *turn right* and *on the right*.
- After checking the answers, you could ask students to say the dialogue in pairs.

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

- 4 • After checking the answers, elicit some possible questions for the unused alternative answers.

Answers 1 a 2 b 3 a 4 c 5 c

- 5 • Tell students to look carefully at the time expressions to help them with their choice of tenses.

Answers

- 's standing, goes
- isn't working, works
- play, 're listening
- 'm not watching, don't like
- gets, 's having
- spend, 're staying

- 6 • Ask students to work on the translations in pairs or small groups, and then discuss with the whole class.

the race, and this project is something shared with the local people in the host country.

The Australian event shown in the map took place in 1997. Other locations, besides those mentioned in the text, include Argentina, Borneo, New Zealand and Fiji.

Lead in

- Introduce the word *race* and ask students about any important races they know.
- If any students are familiar with the Eco-Challenge Race, you may like to ask them to describe it in their language. Otherwise, if there are 'reality TV' programmes showing team challenge races in their country, discuss these with the class. Elicit or introduce some of the key words in the text, for example, *challenge*, *team*, *competitors*.
- Write up the headings *Rainforest*, *Desert*, *Mountains* and *Rivers and lakes*. Check that the meanings are clear. Call for suggestions about ways of travelling in these places (for example, *walking*, *riding*, *climbing*, *sailing*, *canoeing*, *kayaking*) and things you need (for example, *tents*, *horses*, *camels*, *ropes*, *mountain bikes*, *skis*, *canoes*, *kayaks*). Make notes on the board under the appropriate headings.
- Ask students to read the text themselves.
- Ask students to close their books and say some of the things that competitors do in the Eco-Challenge Race.

Task

- Read out the text. Pause to help with vocabulary (for example, *natural environment*, *rubbish*, *collected*) and ask questions to check comprehension, for example:
 - *Is the race in the same place every year? (No – it takes place in different countries.)*
 - *The competitors must be good at lots of different things. What, for example? (Walking, riding, sailing, mountain biking, canoeing.)*
 - *What are some rules that help to protect the environment? (The teams must not put their tents on top of plants and they must not leave any rubbish.)*
 - *Is the race always very difficult? (Yes, it is.)*
- Focus on the map and ask the students to identify the country (*Australia*).
- Read through the list of sentences. Practise the pronunciation of *island* /'aɪlənd/, *kayak* /'kaɪæk/ and *canoe* /kə'nuː/.
- In pairs or individually, students match the sentences with the numbered places on the map.
- Ask students if they think they would like to take part in this race. Why / Why not?

Answers

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

Extra reading

Life and Culture The Eco-Challenge Race

BACKGROUND

The Eco-Challenge Race has been going since 1995 and every year a different course is set in a remote part of the world. The four-member teams must include both women and men, and they have to survive and compete, without outside assistance, in conditions which require great stamina and endurance. Different parts of the course involve different skills, for example, trekking, horse riding, white water rafting, kayaking, climbing, mountain biking, scuba diving. The rules about protection of the environment are very strict and teams are disqualified and banned from future races if they break them. All teams participate in the environmental service project that takes place before