

Vocabulary in context p18

Using vocabulary to describe types of transport, travel and accommodation

Warmer

Ask students to look at the photo at the top of the page and describe the woman's appearance and make guesses about her personality. Remind them to use *She looks ...* and the personality adjectives from the last unit.

Ask: *Where do you think she's going? How do you think she's going to travel? What is she holding?*

1 SPEAKING 08

- Before students do the task in pairs, ask them for an example for each of the columns. Tell them to add other words they know to each column, e.g. *Land: car, bicycle/bike, bus, train; Air: glider, microlight; Water: boat, ship, rowing boat, motorboat, etc.*

Answers

Land: coach, lorry/truck, motorbike, scooter, skateboard, tram, underground/subway, van

Air: cable car, helicopter, hot-air balloon, plane, spacecraft

Water: cruise ship, ferry, jet-ski, yacht

+ Extra activity

Students work in pairs and find out what types of transport their partner usually uses and one type of transport he or she never uses. If necessary, give them the form of one or two simple questions, e.g. *What types of transport do you usually/often use? Do you ever travel by train/ride a bike?* etc. Revise the relevant prepositions if necessary: *by bus, by car, by bike, by train; on the bus, on a bike, on foot.*

2 SPEAKING

- If necessary, provide a sentence beginning for describing what each place is, e.g. *A bus stop is a place where ...*, or *You can ... in/at a ...*. See Language note for the correct prepositions to use with the places in this task.

Answers

bus stop, car park, coach/train station, service station, taxi rank, ticket office, lost property office, waiting room

Language note: prepositions

at – a bus stop, a coach/train/service (petrol) station, a taxi rank, a ticket/lost property office

in – a car park, a waiting room

3a 09 and 3b 10

- After students complete the text and listen to check their answers, ask some follow-up questions, e.g. *What kind of ticket do you buy if you just want to go one way? (a single) What kind of ticket do you buy if you want to go somewhere and then come back again? (a return) What happens if you don't get to the station on time? (You [might] miss your train.)*

Answers

a catch b single c return d fare e luggage f platform
g miss h delay i cancel j information screens k arrivals
l departures

4a 11

- Before students do the task, check their understanding of *accommodation* and elicit examples students already know, e.g. *house, hotel, flat*. Explain that the text is about different types of holiday accommodation.

4b 12

- When checking answers, ask students to give the words/phrases in the text that helped them decide on the correct words for each gap.

Answers

a motel – *for you when you're driving around* (Explain that the clue here is that motel is accommodation usually aimed at motorists and the word is a combination of the words *hotel* and *motor*; elicit another option that would also be possible here: *bed and breakfast*.)

b homestay – *share a local family's home, eat with them, and really get to know [them]*

c hostel – *You're young; without spending too much*

d bed and breakfast – *sleep ... for the night, eat ... in the morning*

e holiday home/apartment – *cook your own meals; more space; come and go as you like*

f campsite – *driving around with a caravan; carrying your own tent; open areas*

g caravan – *driving around; open areas where you can stop*

h tent – *carrying your own; open areas*

Use it ... don't lose it!

5 SPEAKING

- Before students do the task in pairs, elicit some of the advantages or disadvantages of different types of transport and different types of accommodation. Provide phrases for this if necessary, e.g. *It's cheaper/more expensive/slower/faster/greener/more environmentally friendly. Staying in ... is more comfortable/more interesting/quieter, etc.*
- Encourage students to use relevant phrases from the text in exercise 4a to explain their choices for question 2 as well as their own ideas, e.g. *I prefer to stay/staying in a holiday home because I like to have a bit more space.*
- Nominate students to tell the class some of their partner's preferences.

Reading p19

Reading for specific information

Warmer

Play *Snowman* with the words from exercise 1 on page 18 of the Student's Book.

Divide the class into two teams. Team A chooses a word from the previous lesson and a student from that team writes the correct number of spaces for the word on the board. Team B guesses the letters that are in the word, and Team A writes in every letter they guess correctly.

For every incorrect guess, Team A draws part of the snowman. If the drawing of the snowman is completed before the word is guessed, the guessing team loses.

1 SPEAKING

- After students discuss in pairs, elicit their ideas and discuss as a class, e.g. *Perhaps the woman in the first photo is famous because she cycled a long way/across a desert. The woman in the other photo looks like a traveller.*
 - Note students' ideas on the board so they can compare them with what they read in the text in exercise 2.
- 2 After students read the text, compare and discuss their ideas from exercise 1. Ask what each woman did and elicit anything students found surprising.

3

- Before students do the task, check understanding of the eight sentences. Elicit/Explain the meaning of *incident* (serious or dangerous event) in sentence 5 and *changed their mind about* (changed their opinion of) in sentence 8.
- When checking answers, ask students to explain their reasons and elicit the paragraphs where the answers can be found.

Answers

- 1 L – Lexie was 21 when she finished (paragraph 1), whereas Annie was 24 when she started (paragraph 1) and ... *her journey had taken exactly 15 months* (paragraph 3), so she would have been over 25.
- 2 A – ... *her journey had taken exactly 15 months* (paragraph 3) but Lexie began *when she was just a child* (paragraph 1) and finished when she was 21, *a 21-year-old woman ... world* (paragraph 1).
- 3 A – *One said ... accepted the challenge* (paragraph 1)
- 4 L – *she was careful ... didn't waste money* (paragraph 2)
- 5 A – *In her talks ... Japan* (paragraph 2)
- 6 B – *Annie began writing about them* (paragraph 3) and Lexie, *writing articles* (paragraph 2)
- 7 A – *to use Londonderry as her last name* (paragraph 2)
- 8 L – *She was surprised ... dangerous* (paragraph 3)

4 SPEAKING

- Give students time to look at the texts again if necessary, then ask volunteers for their ideas.

Possible answers

they both sold photos; they both advertised things, they both had to pay for their trips

- 5 After students do the task, elicit the infinitive of *fought* (*fight*), and ask which of the words can be both nouns and verbs (*bet*, *challenge* and *budget*).

Answers

bet – an amount of money that you risk by saying what you think will happen
challenge – something that needs skill, energy and determination to achieve
fought – used guns and weapons
term – a word or phrase for something
travel agents – someone whose job is to plan holidays and make travel arrangements
applied – made an official request for something
budget – the amount of money you have to spend on something
portrayed – showed someone or something in a particular way
incredible – something amazing and extremely good

6 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- Elicit the meaning of *inspirational* (*giving you the enthusiasm to do something*) and ask students to name some inspirational famous people. Ask: *Has ... inspired you to do anything?*
- If students need more support, write these prompts on the board:

On the one hand ..., but on the other hand ...

In addition, ..., Also, ...

... was more difficult/dangerous

For me/In my opinion ... is more inspirational than ... because ...

... inspires me to ...

Possible answer

On the one hand, I think Annie's journey was more difficult because she travelled at a time when it was very hard for women to do anything on their own, especially something dangerous. On the other hand, I'm not sure all her stories were true! In addition, it's still hard for women to travel to some countries, so Lexie's journey is more inspirational for me. I think she's right that the media sometimes make the world sound more scary than it is.

2 GETTING FROM 'A' TO 'B'

Grammar in context 1 p20

Using the past simple, past continuous and past perfect

Warmer

Write these questions on the board and ask students to find the answers in the text on page 19 of the Student's Book:

True or false?

- 1 Annie had ridden a bike before she started her journey.
- 2 Annie was wearing a long skirt when she started her journey.
- 3 Lexie had visited 90 countries by the time she was 18.

Answers

1 F 2 T 3 F

1a Answers

- a past simple, past perfect
- b past simple, past simple
- c past simple, past continuous

- If you still have the sentences from the Warmer on the board, ask students to identify the tenses in these as well (1 past perfect, past simple 2 past continuous, past simple 3 past perfect, past simple).

1b Answers

1 past simple, b 2 past perfect, a 3 past continuous, c

- After students do the task, ask them to find four more examples of past perfect verbs in the text on page 19 of the Student's Book (*had hunted* – Annie, second paragraph; *had taken* – Annie, third paragraph; *had travelled* – Lexie, first paragraph; *hadn't expected* – Lexie, third paragraph).

Language notes

The past simple may be used for more than one verb describing a sequence of actions at *approximately* the same time in the past, even if one happened before another, e.g. exercise 1a *She **applied** once and then she **tried** again and again.*

The past perfect is normally used to describe an 'earlier' past time, when we are already talking about the past using the past simple, e.g. exercise 1a *When she **began** the journey, she **hadn't ridden** a bike before.*

(Some students may remember that the past perfect is also used for reported speech after past simple verbs like *said*, *told*, etc., e.g. *He said he **had** seen them.*)

1c Answers

- 1 She didn't sit down. / Did she sit down?
- 2 She wasn't riding her bike. / Was she riding her bike?
- 3 She hadn't travelled around the world. / Had she travelled around the world?

- 2a When checking answers, ask students which part of rule 1 or 3 in exercise 1b the verb matches (1 and 7 – rule 1, to say that one thing happened after another 2, 4 and 6 – rule 3, to talk about activities in progress at a moment in the past

3 – rule 3, to describe scenes in a story or description 5 – rule 1, to describe finished actions in the past 8 – rule 3, to talk about an activity in progress in the past that is interrupted by another action).

Answers

1 picked up 2 was riding 3 was shining 4 was raining
5 caught 6 was waiting 7 bought 8 heard

- Highlight and practise the correct spellings of *caught* and *bought* if necessary.

2b Answer

the past continuous

- 3 After checking answers, highlight the examples of the past perfect in sentences 3 and 7 and ask why the past perfect is the correct form. (*The sentences are already talking about the past, using past simple verbs, and both past perfect verbs refer to an earlier past time: I **realised** I **had met** her; I **realised** I **had forgotten**.*)

Answers

1 was looking 2 met 3 had met 4 were watching
5 was leaving 6 heard 7 had forgotten 8 were doing

- 4 Note that sentence 1 contains two mistakes (*got*, *had left*), but the other sentences each contain one mistake. All the mistakes are verbs except in sentence 3, which has an incorrect conjunction (*while*).

- When checking answers, project the exercise onto the board and nominate students to come up and make the corrections.

Answers

- 1 When everybody had got ~~got~~ on the train, it left ~~had left~~ the station.
- 2 I was having breakfast when my friend called ~~was calling~~ me.
- 3 She was running in the park when ~~while~~ she saw her friend.
- 4 When Harry received her message, he read ~~had read~~ it.
- 5 When we were small, we went ~~were going~~ everywhere by bus.
- 6 When Rachel had switched ~~was switching~~ the light off, she left the room.
- 7 He was making a sandwich when he cut ~~was cutting~~ his finger.
- 8 When Jack had put ~~was putting~~ his pyjamas on, he got into bed.

5 Answers

1 were 2 Had 3 did

Possible answers

4 reading 5 study

+ Extra activity

Ask students to write three questions to ask a partner, one using the past simple, one using the past perfect and one using the past continuous. Supply ideas if necessary.

Use it ... don't lose it!

6 SPEAKING

- Before they do the task, nominate a few students to ask you the questions they completed for exercise 5.

Developing vocabulary p21

Using phrasal verbs connected with travel

Warmer

Play *Memory Game*. Draw a grid of ten squares (two rows of five) on the board. Number each square 1–10. Draw the same grid on a sheet of paper (for your reference only) and write these words in the squares: *bus, room, ticket, car, waiting, taxi, office, rank, park, stop*.

Ask a student to say the numbers of two squares, then write the corresponding words in those squares on the board. Ask the student if the words go together – if they do, leave the words in the grid, if not, erase them and ask another student for two more numbers.

Continue until all the correct combinations have been found: *bus stop, waiting room, ticket office, car park, taxi rank*.

- 1 Before students do the task, revise the meaning of *phrasal verb* if necessary.

Language notes

Remind students that a phrasal verb is a two-word verb (or sometimes a three-word verb), made up of a verb plus an adverb or preposition. Point out that sometimes the meaning of a phrasal verb is different from the meaning of the verb on its own (e.g. *set* and *set off*, *take* and *take off* in this task).

- Explain that *get* is often used to mean *move* or *go* in the context of travel. Encourage students to think about the meanings of the different prepositions to help them do this task.

Answers

a set off b got on/got off c get away d go on
e gets in f checked in g break down h got into/got out of
i take off j got back

- 2a Encourage students to look at the words that precede each bold item as well as thinking about the meaning, e.g. *to*, a noun (*the plane*) and *didn't* before verbs and *the, is* and *a* before nouns.
- If necessary, highlight the fact that in the noun forms, the verb and preposition are either joined into one word or linked by a hyphen.

Answers

Verbs: 1, 3, 5
Nouns: 2, 4, 6

2b PRONUNCIATION 14

- If possible, project the sentences in exercise 2a onto the board, play the audio and nominate individuals to come to the front and underline the stressed part.

Answers

In phrasal verbs, we usually stress the second part (or the preposition); in nouns, we usually stress the first part (or the verb).

2c 14

- For extra practice, call out a sentence number from exercise 2a and nominate a student to read the sentence aloud, using the correct stress on the phrasal verb or noun.
- 3 Ask students to look at the title and the photo and say what they think the text is about.

Mixed ability

Allow students who are less confident to look at the sentences in exercise 1 to help them decide on the correct words.

Ask students who are more confident to try and do the exercise without looking at exercise 1.

Answers

a off b into c out of d on e in f off g down h on i back

- After students do the task, check understanding of *rented* (*used by someone who pays money to the owner*).
- Ask follow-up questions, e.g. *How many countries did the three men visit? (19) What was a problem with one of their rented cars? (It almost broke down.) Why didn't they go on to Italy? (because the weather wasn't good/was bad).*

Culture notes

Gunnar Garfors, Oyvind Djupvik and Tay-yong Pak made the trip in September 2014 and visited Greece, Bulgaria, Macedonia, Kosovo, Serbia, Croatia, Bosnia, Slovenia, Austria, Hungary, Slovakia, the Czech Republic, Germany, the Netherlands, Belgium, Luxembourg, France, Switzerland and Liechtenstein. One man, Djupvik, did all the driving.

- 4 Before students do the task, check understanding of *destination* (from question 5).
- Tell students that they can invent a journey if they prefer. Remind them to make short notes (not full sentences) as prompts to prepare for exercise 5.

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, remind them to listen closely to what the members of their group say and to respond with relevant questions. If helpful for your class, revise past simple, past continuous and past perfect question forms.
- Provide some more example question beginnings on the board if necessary: *What did you do next/then? Had you brought ...? Were you waiting ...?*

2 GETTING FROM 'A' TO 'B'

GREAT LEARNERS GREAT THINKERS p22

Thinking about how to improve transport in cities and towns

Warmer

Ask students about their journeys to school this morning: *Which parts of the journey went slowly/badly/well? Were there any problems, e.g. traffic jams, roadworks, traffic lights? Was the bus/train/metro late or very crowded?*

1 SPEAKING

- Ask if any students have ever travelled on a cable car in a town or city. Encourage volunteers to tell the class about their experience.

2 VIDEO

- Make sure students understand that *quite positive* here means *fairly/moderately positive*.
- When checking the answer, elicit positive words or phrases students can remember from the video, e.g. *amazing and colourful views, success, cheap, convenient, better connection, simple, easy, fast, brighter, optimistic*.

Answer

The video is very positive.

3 VIDEO

- Remind students to read the statements before they watch again. Check understanding of *suburb* in 3 (*area of a large city away from its centre where there are many houses*) and *operator* in 8 (*someone whose job is to operate a machine*).

Answers

- 1 True – *Every day, 22 million people need to travel in and out of Mexico City.*
- 2 False – *the 30,000 people who use the Mexicable system every day*
- 3 False – *the roads from Ecatepec into the city centre are not very good*
- 4 False – *with cable cars there's no traffic, and no traffic lights*
- 5 False – *they completed the system in 2016*
- 6 True – *Just one big red engine moves all the cable cars across four different stations.*
- 7 False – *These stations help to connect a large number of people who live in some of the poorer parts of the city.*
- 8 True – *In these control rooms, they can make the cable cars go slower if they need to*
- 9 True – *Thanks to this new transport system, the future of this suburb of Mexico City is looking brighter and more optimistic!*

- 4a** Check understanding of *limit* (v.) (*to prevent a number from increasing past a particular point*).

- 4b** Tell students to think about the advantages or disadvantages of each idea and decide on which are stronger in each case.

GREAT THINKERS



- 5** This routine helps students to think carefully about why they hold an opinion by teaching them to evaluate, support and justify these opinions. Anticipating questions or doubts from other people will help them to think of counter-arguments and supporting reasons to make their views stronger. Remind them to think about the disadvantages/negative aspects of their choice of idea and then to think of ways of disagreeing with these negative aspects or ways of solving any potential problems.
- They should start by thinking of statements which express their opinion about the idea they chose.
 - If necessary, provide examples, e.g. *... is the best idea/ would be cheaper/more practical than ... because ...*, etc.
 - Remind them to think about the negative aspects of the other ideas in 4a as well to prepare for the group discussion.
- 6** SPEAKING 
- Explain that students should take turns to make and support their claims (steps 1 and 2 in the thinking routine in exercise 5), then answer and discuss questions and doubts (step 3) from the other members of the group.
 - Encourage students to read the SEL tip before they discuss.
 - Ask students if any members of their group have changed their minds as a result of their discussion. Then take a vote and compare with another group.

GREAT LEARNERS SEL



- Elicit reasons why students may not feel able to participate (e.g. *lack of confidence, feeling other people's opinions are stronger/better*, etc.) and any suggestions for tackling these.
- Elicit ways in which students were able to make sure everyone participated actively in the discussion for exercise 6. Ask: *How can you encourage others to speak? (Give everyone a turn, divide up the time fairly between all participants, ask one person to lead the discussion and invite everyone to speak, encourage others to pay attention to every speaker, listen with respect, etc.)*

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile, then grade themselves from 1 to 5. Explain that here 1 means *not participating very actively*, and 5 means *participating very actively*.
- If appropriate, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage partners to help each other with suggestions for increasing their own participation or other people's. Alternatively, ask students to think individually of ways to participate more actively or help others to do so.

Listening p24

Listening for gist and specific information

Warmer

Ask students to look at the photo. Ask questions such as:

- What sort of bicycles are these? (public bikes for people to rent/hire for a short time in a city)
- Have you ever used one? What did you think of it?

2 SPEAKING

- After students do the task, ask volunteers for their ideas and write these on the board for comparing in the next task. Ask students which key words they could listen out for and elicit any synonyms or alternative ways of saying the same thing.

3 15

- Pre-teach *horse*, *repair* (to fix, mend something that is broken) and *aircraft* (a vehicle that flies, e.g. plane, helicopter).
- When they have listened, compare the ideas on the board with what students remember from the recording. Ask: *What does the word coach mean in this recording?* (an old-fashioned vehicle pulled by horses)

4 15

- Before students do the task, remind them to use the strategies for listening that they have learned.
- When checking answers, elicit phrases and facts students remember to support their choices. Help students with question 2 where they may miss the fact that *Bicycle clubs started appearing globally* supports c as the answer.

Answers

- a** incorrect – There were horses, coaches and trains.
b incorrect – Early bicycles were dangerous.
c correct – ... prices went down, Almost anybody could buy one ...
- a** incorrect – ... men ... and women ... were cycling.
b incorrect – just in Britain refers to the number of cyclists in 1890.
c correct – globally
- a** incorrect – This happened before people started driving.
b correct – When the car started to become popular ... thanks to cyclists
c incorrect – This is not stated.
- a** correct – they would study them ... first plane
b incorrect – light, fast design for their first plane
c incorrect – ... used a lot of the money they made from selling bikes to build ...

6 15

Answers

Changed the world in the past: safe, cheap, bicycle clubs helped people to meet up more often, gave women more freedom and mobility, changed women's fashion (women started to wear trousers, which were more practical), improved road conditions, the Wright brothers used funds from their bicycle shop to build their first plane.

Continue to have a positive impact: good for health, good for the environment, reduces traffic

Grammar in context 2 p24

Using would/used to and be used to

Warmer

Write these sentences on the board and ask students to correct the mistakes in the phrasal verbs:

- 1 My car broke off yesterday.
- 2 I'm really tired of studying – I need to get in for a week.
- 3 They checked off their luggage at the airport.
- 4 His plane was delayed – it didn't go off until 11 pm.

Answers

1 broke down 2 get away 3 checked in 4 take off

- 1 You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section. Make sure students realise that the paired sentences are almost the same except for different verbs or verb phrases.
- When checking answers, ask students to say which sentences 1a–5b each rule matches (rule a: 1a and 2a, rule b: 2b, rule c: 1b, rule d: 3a, rule e: 3b, rule f: 4b, rule g: 5b).

Answers

a can b can c can't d can e can't f can't g can't

- Make sure students understand the key point that these verbs talk about *habitual* actions or states in the past. Check also that they know that *used to* can go before *be* and other state verbs or action verbs, e.g. *He used to be a teacher/ She used to visit me every day*, while *would* can only be used with action verbs, e.g. *We would go to the park every day*.
- 2a** Before students do the task, if helpful for your class, demonstrate the formation of questions with *used to* on the board: Highlight the spelling of *use to* in questions and in the negative example 3a in exercise 1. Note that *would* isn't normally used in questions about habitual action in the past.
- When checking answers, elicit which rule from exercise 1 matches all these sentences (rule a) and ask students to say whether each sentence is about a habitual *action* in the past (1, 2, 4, 7) or a habitual *situation* (3, 5, 6). Note that *have* in sentence 3 is a state verb meaning possession.

Answers

1 used to 2 didn't use to 3 Did, use to 4 used to 5 used to
6 used to 7 used to

2b Answers

Would is possible in 1, 4 and 7 because they are about habitual actions. Although sentence 2 is also about a habitual action, *would* is not possible because a negative verb is needed here (see rule e).

2 GETTING FROM 'A' TO 'B'

- 3 When checking answers, ask students to give the matching rule from exercise 1 on page 24 of the Student's Book (1 rule f 2 rule a 3 rule g 4 rule d 5 rule a 6 rule d).
- Make sure students understand that sentence 1 is about a single action in the past, not a habit, and that the first part of sentence 3 is about a present habit, not a past habit.

Answers

1 went 2 used to go 3 cycles 4 didn't use to like 5 used to play
6 didn't use to go

Culture exchange

- 4 Ask students to look at the photo and say what they can see (a London Underground station). Elicit the meaning of *icon* in the title (a very famous, important example). Find out if any students have used the London Underground and what they thought of it.
- When checking answers, elicit the rules from exercise 1 which helped students identify them (a rule f b rule a c a present simple state verb for present situation d rule b e rule g f rule f g rule e h rule f i rule g (like use to, would can't be used to talk about present habits) j rule b).

Answers

a opened b used to c has d would e usually f became
g didn't use to h started i usually j would

- Check understanding of *nickname* (an informal name), *steam* (hot water vapour) and the usual meaning of *ghost* (the spirit of a dead person) and ask some follow-up questions, e.g. *What is the common nickname for the London Underground? (the Tube) What happened in the Second World War? (Many people slept in Underground stations to stay safe.) What are ghost stations? (stations that are empty, aren't used any more).*

+ Extra activity

Ask students to close their books. Read out these dates and numbers one by one:

1863, 49, 11, 270, 1890, 177,000

Ask students to try to remember what fact from the text each date or number refers to and write these down. They open their books to check their answers.

Answers

1890: year electricity was first used
177,000: people who slept in the Underground during the war
49: number of ghost stations
270: number of Underground stations today
1863: year the Tube opened
11: number of lines today

Culture notes

The London Underground is nicknamed the Tube because many of the deep underground lines were built inside roughly circular tunnels, like tubes. Although it is called the Underground, about half of the lines and stations are not under the ground at all.

- 5 Before students do the task, elicit other words that mean the same thing as *common* (frequent, ordinary) and *familiar* (well-known, normal).

- When checking answers to rules d and e, ask students to find examples in the sentences of three gerund (-ing) forms (sentence 1 – *seeing*, sentence 2 – *riding*, sentence 4 – *living*; and one noun: sentence 3 – *this bike*).
- If appropriate for your class, explain that they may also frequently hear *get used to* (become used to), which follows the same pattern as *be used to*.

Answers

a are b are not c never d gerund (-ing) e can

- 6 When checking the answer to sentence 3, focus on the different pronunciation of the letter s in *used to* /'ju:st tu:z/ and *using* /ju:zɪŋ/.

Possible answers

- 2 We're used to/We aren't/We're not used to doing exams at least once a week.
- 3 We're used to/We aren't/We're not used to using computers, tablets or smartphones in class.
- 4 I'm used to/I'm not used to hot weather.
- 5 My parents are used to/aren't used to working at the weekend.
- 6 I'm used to/I'm not used to doing physical exercise every day.
- 7 I'm used to/I'm not used to walking to school every day.

- 7 Remind students to be careful about the different uses for *used to* and *would* here, as well as the structure *be used to* which they practised in exercise 6. (They can look at the rules on page 24 of the Student's Book again if necessary.)
- If it will help your students, give some example sentences that are true for you, e.g. *When I was five, I used to help my grandfather feed his chickens. I didn't use to like spicy food, but now I eat it all the time. Nowadays I'm used to not eating meat or fish.*

Use it ... don't lose it!

8 SPEAKING

- Ask for volunteers to tell the class about any surprising answers.

Developing speaking p26

Asking for information

Warmer

Ask students to look at the photo and write down as many words associated with this place (not just the things they can see) as they can. Students swap lists with a partner. Each student awards one mark for each correct word and two for each correct word that no one else has.

Possible answers

bus, train, coach, ticket, luggage, ticket office, bus station, train station, waiting room, lost property office, arrivals, departures, cancel, catch, delay, fare, information screens, miss, platform, return, single

1 SPEAKING

- Give an example that is true for you, e.g. *I prefer travelling by train because I often feel ill on coaches. It's also easier to walk around on a train. Coaches get really hot and stuffy and there's only one toilet!*

2 16

- Check students understand the words in the table, in particular *direct* (the coach or train goes directly to your destination) or *change* (you need to change to a different train/coach to continue your journey to a destination) and *bay* (here = bus stop in a bus station).

Answers

1 16:05 2 direct 3 single 4 39 minutes 5 £8.80 6 8
7 ten past six 8 direct 9 single 10 (usually) 45 minutes
11 £10.40 12 6

Fast finishers

For students who complete the table after listening once, write these questions on the board for them to answer:

Which train is more expensive than the others? (the 16.28)

Does the girl use a student railcard? (No, she doesn't.)

What time does the previous coach to Brighton leave? (ten past four)

- Ask follow-up questions, e.g. *Where do both the students want to go? (Brighton) Who is going to arrive in Brighton first? (the girl).*

3 16

- After checking answers, drill and practise all the sentences.

Answers

Can/Could you tell me (the times of trains to ...)?

Can/Could you tell me (which platform it is)?

Can/Could you tell me (how long it takes)?

Pardon?

Sorry, I didn't catch that.

Can I help you?

How can I help?

Could I have/buy (a ticket)?

I'd like (a ticket).

- 4 With less confident classes, allow students to write the correct versions of these sentences first.

- Focus on the example and ask students to notice the change in word order between the direct and the polite indirect question here. Point out that the verb (sometimes an auxiliary verb) comes before the noun in the direct question (*How much is a return?*) but the verb comes after the noun in the polite question (... *how much a return is?*), as it would in a statement.
- Ask students to look again at the examples in the Speaking bank and draw their attention to the polite question: *Can you tell me if the train leaves now?* Highlight the use of *if* to change Yes/No questions into polite (indirect) questions. Elicit the more direct version of this question: *Does the train leave now?*
- Point out that, with polite forms of *What is/are* questions, there is no need to repeat *What* and use the verb *to be* (although this is still correct). See the first example in the Speaking bank (*Can/Could you tell me the times of trains to ...*) and sentence 3 (*Can you tell me the cheapest fare/ what the cheapest fare is?*).

Possible answers

2 Can/Could you tell me if it is/it's possible to go direct?

3 Can/Could you tell me the cheapest fare? / Can/Could you tell me what the cheapest fare is?

4 Can/Could you tell me where I change trains? / Can/Could you tell me where to change trains?

5 Can/Could you tell me what time it is? / Can/Could you tell me the time?

6 Can/Could you tell me what time the train arrives?

5 SPEAKING

- After students do the task with a partner, ask for volunteers to perform their dialogue for the class.

Practice makes perfect

6a SPEAKING

- Students B have more information to look at and so may need more time here.

6b SPEAKING

- Remind students to use the polite question forms in the Speaking bank and, if they don't understand anything their partner says, the phrases asking for clarification.
- **Exam tip** Ask students to think about the question in the Exam tip box in relation to the Practice makes perfect activity they have just done. Make sure they understand that the most important thing was asking for and giving clear and accurate information about the journey destination, the times and days of the journey and the type of ticket required. Students need to do this in order to earn marks in an exam.
- Remind students that listening carefully to what the other speaker says is essential to success in this kind of task.

2 GETTING FROM 'A' TO 'B'

Developing writing p27

Writing a blog post

Warmer

Books closed. Play *Holiday Activities Bingo*. Ask students to write down six outdoor holiday activities (these will be mostly words ending in *-ing*). Read out items randomly from the list below (and others if appropriate), crossing them off as you do so. Students listen and cross off an activity in their lists when they hear it. The first student to cross off all their activities shouts *Bingo!* Continue until you have a second and third winner.

Activities (adapt for your class): *camping, swimming, bungee-jumping, (horse-)riding, skiing, water-skiing, hiking/walking, mountain-climbing, sky-diving, cycling, skateboarding, kayaking, go-karting, playing tennis/football*

1 SPEAKING

- Elicit/Explain the meaning of *break* in the context of *holiday break* (a [usually] short period of time when you stop working or studying).
 - Before students do the task, check they know the words for the activities in the photos (**a** *having a fire on the beach* **b** *kayaking* **c** *go-karting*).
- 2 If you want students to practise scanning a text quickly to find key information, set a time limit and ask them to read the questions and find the relevant information as quickly as they can.

Answers

- 1 Aberafon
- 2 by car
- 3 a tent at a campsite
- 4 kayaking, going on a train/a trip on a train, go-karting, swimming in the sea, a fire on the beach
- 5 It was good fun and exciting. The train trip and go-karting were special.

Culture notes

Aberafon is located in North Wales on the northern coast of the Llyn peninsula, south of the island of Anglesey and not far from the mountains of Snowdonia. Many people in this part of Wales speak Welsh as their first language.

- 3 Check students understand the meaning of *emphasis* (extra importance or stress). Elicit words and expressions in their own language that are used in similar ways.

Answers

beautiful, brilliant; good fun, exciting; do want

- Point out that *so* goes before an adjective, e.g. *so exciting*, but *such* must be used before a noun, usually one with an adjective in front of it, e.g. *such a wonderful day*.
- Explain that using an auxiliary verb like *do* or *did* in an affirmative sentence makes the meaning much stronger: *I want*; *I really want* (stronger); *I really do want* (much stronger).

-  **Exam tip** To answer the question in the Exam tip box, ask students:
 - *How do the expressions in the Writing bank make the text sound?* (*enthusiastic, positive*)
 - *Why does a writer want to make a blog post like this sound positive?* (*to entertain blog followers, to tell friends and family about recent activities, to give followers ideas for great holidays, to inspire followers to travel more, to encourage people to book up similar holidays*)
- 4 Some of these sentences just require the addition of the word in the correct position (e.g. 3 and 4) but make students aware that some sentences will need to be reworded, especially 2 which also needs *It ...* as the subject. (Note that *It* as a subject has already been supplied in 8). Watch out also for any students who add *such* before *great*, e.g. *The trip was such great*.

Answers

- 1 What an amazing place!
- 2 It was such a great trip.
- 3 We were so tired when we arrived.
- 4 I do love the sea.
- 5 We did have a good time.
- 6 We were so happy to get back.
- 7 What a great holiday!
- 8 It's such a fantastic place for relaxing.

Fast finishers >>

Ask students to find examples of three past perfect verbs and one past continuous verb in the blog post and to think about the reasons these tenses are used.

Answers

Past perfect: *we had booked, we had arrived, my dad had brought* (all used to talk about a time that was further back in the past)

Past continuous: *we were staying* (used with *while* to talk about an activity that was in progress in the past when other past actions happened – *my brother and I made lots of friends*)

- 5a Remind students to write short notes only to answer these questions – they will expand them into a blog post in exercise 6a.

5b SPEAKING

- Encourage students to ask each other questions when they talk about their holiday breaks. Answering these will help them to add more detail to their account and to fill in any gaps in their notes.

Practice makes perfect

- 6a–b Remind students to use the expressions from the Writing bank to add emphasis and make their break and their blog posts sound really fun and exciting.

Test yourself p29

Grammar test

- 1** **Answers**
 1 stopped 2 was waiting 3 put 4 got 5 were crying
 6 were watching 7 dropped
- 2** **Answers**
 1 She started driving when she had got into the car.
 2 When he had finished using the computer, he switched it off.
 3 They went into the cinema when they had bought their tickets.
 4 As soon as she had done her homework, she went to bed.
 5 When we had eaten our meal, we paid the bill.
 6 They went into the house when they had unlocked the door
- 3** **Answers**
 1 use 2 didn't use to 3 usually 4 won 5 used to 6 riding
 7 'm used

Vocabulary test

- 1** **Possible answers**
 1 *service station* – a place that sells petrol or fuel and other things for vehicles
 2 *platform* – the area next to a railway line where passengers get on and off a train
 3 *delay* – when a train/bus/plane arrives or departs late
 4 *fare* – the money that you pay for a journey
 5 *taxi rank* – a place where taxis wait for customers
 6 *a return ticket* – a ticket you can use to travel to a place and return from it
 7 *to miss (the bus)* – to be too late (for a bus/train/etc.)
 8 *lost property office* – a room where possessions that people have accidentally left in a public place are kept until the owners come to get them
- 2** **Answers**
 1 motel 2 bed and breakfast 3 holiday home/apartment
 4 tent 5 homestay 6 hostel
- 3** **Answers**
 1 in 2 off 3 in 4 into 5 down 6 away

Reading

1 SPEAKING 

Possible answers

- 1 1 on a school noticeboard/website
- 2 at a bus stop, on a bus service/timetable website
- 3 in an email
- 4 in a message on a mobile phone
- 5 text message on a phone
- 2 1 To invite students to apply for a job/post/position as class president
- 2 To tell passengers about a change to the bus service
- 3 To tell a friend some news and invite them to do something
- 4 To tell a friend about a holiday
- 5 To give passengers travel information

2 Answers

- 1 **A** incorrect – The text asks if students are confident but it doesn't say they must be confident.
B incorrect – *you need three names to support your application*
C correct – You have to *apply today at the latest*.
- 2 **A** incorrect – This is not stated in the text.
B correct – *Please check the website before you travel*.
C incorrect – *Buses 49 and 612 are no longer stopping at Green Lane*; different buses are not mentioned in the text.
- 3 **A** incorrect – Sam's new friend was *on the other team* playing in a match against Sam.
B incorrect – This is not stated in the text.
C correct – Sam invites Lucia to go skateboarding with her new friend: *Tell me when you're free and we can go together*.
- 4 **A** incorrect – This is not stated in the text.
B correct – ... *we went in a cable car. What a view!*
C incorrect – Dan's *dad wanted to go on a hot-air balloon*, but Dan thought *it's quite scary*.
- 5 **A** correct – The train leaves at 13.05, and passengers need to *be on the platform at least five minutes before your train leaves*.
B incorrect – This is not stated in the text.
C incorrect – ... *doors close 30 seconds before departure*.

Speaking

5 SPEAKING 

Make sure that what you say is relevant to the question(s) that the examiner asks you.

If you don't understand the examiner's questions or instructions, ask them to repeat.

Make sure you speak. If you are too nervous or shy, the examiner won't be able to give you a good mark.

Speak loudly and clearly so that the examiner can hear you.

Listen carefully to what the examiner or your partner(s) are saying, and react to it.

Practise speaking as much as you can before the exam.

An icon of transport in your country

1 SPEAKING 

- Students work in groups of three to four.
- Next, ask the class if they can think of any very famous, iconic transport systems in their country.

2 SPEAKING 

- Elicit more general suggestions of different icons of transport in your country from the whole class, then write up a shortlist of the best six ideas. Organise the class into groups. You could allocate students to each group in order to include a range of abilities. Groups can discuss which topic they want to work on.
- Tell students that they will need to prepare or gather some visual items, e.g. maps, photos, videos, realia, digital slides, depending on the type of project they do.
- 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.
- In the Collaboration section, make sure students understand that the Useful language contains phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

4 SPEAKING 

- Discuss a final deadline for presenting the project, as well as any interim dates when students should have completed particular stages. Suggest when they will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class. Remind students to use the Useful language from the collaboration tip.
- Internet use: if necessary, provide a list of relevant and reliable websites for students to choose from for their research.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.
- 5 If students mark the projects of their classmates, encourage them to share and justify their marks.
- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.


Virtual Classroom Exchange

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

UNIT 1 p136

Answers

Developing vocabulary (page 9)

Possible answers

1 childish 2 slim (more positive than *thin*) 3 hard 4 lively
5 elderly (more positive than *old*) 6 glad (means 'happy about a specific situation')

Grammar in context 2 (page 12)

1 am looking, Do you know 2 is having 3 Do you know 4 don't understand 5 believe 6 don't like, want

UNIT 2 p136

Answers

Reading (page 19)

a Annie was 24 when she started her journey around the world on a bicycle. **b** She had only 15 months to finish the journey. **c** A company paid her \$100 to put their name on her bike and change her last name to Londonderry. **d** Lexie was 21 when she became the youngest person to travel to every country in the world. **e** There are 196 countries in the world. **f** Lexie had travelled to 72 countries by the time she was 18.

Grammar in context 1 (page 20)

1 Somebody had stolen it. 2 She had lost her old one. 3 He had never flown before. 4 It had snowed the night before. 5 He had spent it (all). 6 She hadn't arrived at the bus stop on time.

Developing vocabulary (page 21)

1 off 2 on 3 in 4 down 5 off 6 back

Other phrasal verbs with *get*: *get away, get on/off/in/out*

UNIT 3 p137

Answers

Reading (page 33)

1 Freddie Mercury lived in Tanzania until 1964. 2 Mary Seacole was a nurse from Jamaica. 3 Van Gogh visited the National Gallery in London to see paintings that probably inspired some of his own works. 4 Van Gogh was given a painting of Westminster Bridge.

Developing vocabulary (page 35)

1 stunning 2 ancient 3 boiling 4 packed 5 filthy 6 silent

UNIT 4 p137

Answers

Vocabulary in context (page 44)

1 packed lunch – All the others are courses in a meal. 2 plum – All the others are vegetables. 3 lamb – All the others live in the sea. 4 oil – All the others are dairy products. 5 tasty – All the others describe types of food. 6 spicy – All the others are ways of cooking food.

Reading (page 45)

1 Producing meat uses a lot of resources, some farmers cut down rainforests, and emissions from cows speed up global warming. 2 Professor Post is working on lab-grown beef to replace meat from animals. 3 You can still eat some meat, but it reduces negative consequences such as heart disease, animal cruelty and environmental destruction. 4 It has started to make school meals healthier and banned the sale of energy drinks to young children.

Grammar in context 1 (page 47)

1 What are you doing next weekend? 2 I think it'll rain tomorrow. 3 Someone's calling. I'll see who it is. 4 When I get home, I'll make myself a snack.