

UNIT 2

Travel and tourism



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about travel and tourism
- talk about past holidays and describe difficult journeys
- express opinions about travel and tourism
- ask for information in a public place
- write a travel blog

UNIT CONTENTS

G GRAMMAR

- Past simple
- Past continuous
- Using Linking words *and, but, so, because, when*

V VOCABULARY

- Tourism: *sunglasses, suntan lotion, backpack, foreign currency, guidebook, map, passport, suitcase, go away, get a visa, (un)pack your luggage, stay on a campsite / in a hostel, check into / out of a hotel, do some sightseeing, book accommodation, exchange some money, buy souvenirs, have an adventure*
- Travel collocations: *miss a train, break down, be a lot of turbulence, crash, traffic jam, be sth wrong with (the plane/engine etc.), be long delays, be a strike, get lost, long queue, travel around, board, change (trains at a station), take off, set off, give sb a lift, get to (= arrive), land, hitchhike*
- Wordpower: *off*: Three meanings of *off*: 1 = move away from a place: *be off, set off, drive off, walk off, take off*; 2 = separate from something larger: *20% off, fall off, cut off, take off (clothes)*; 3 = no power: *be off, turn off, switch off*

P PRONUNCIATION

- -ed endings
- Sentence stress: vowel sounds: *was/were/wasn't/weren't*
- Joining words

C COMMUNICATION SKILLS

- Talk about past holidays
- Describing difficult journeys
- Asking for information in a public place
- Writing a travel blog

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Think of a famous holiday destination or sight in the world, e.g. the Eiffel Tower in Paris. Start to draw the famous sight, drawing a line at a time, and giving students time to guess where it is. If students think they know what you are drawing, they can ask yes/no questions, e.g. *Is it a building?* (Yes, it is.) *Is it in France?* (Yes, it is.) If students can't guess, you can draw clues to help, e.g. the French flag. Put students in pairs to play the game.

a



Ask students to look at the picture and say what they can see. Students read and talk about the questions in pairs. Monitor and support students with any vocabulary they may need. Suggested vocabulary: 1 *sand, desert, dune, ride a camel* 2 *excited, be looking forward to, relaxed, be (not) enjoying herself/himself, afraid/frightened/scared* 3 *It's going to be fun. The camel won't hurt you.* Encourage a full group discussion. Do any students have different ideas on how the people are feeling or where they are? If you wish, give students information from the Culture notes below.



CULTURE NOTES

This picture shows holidaymakers riding camels across the sand dunes on the edge of the Gobi desert. The Gobi desert is in Northern China and Southern Mongolia. It is the largest desert in Asia and the fifth largest in the world. They are at Xiangshawan, which is a theme park for Chinese tourists. The theme here is not Disney, but sand! Visitors can do all sorts of sand-related activities, which include making sand sculptures (models in sand), sand skiing, desert surfing, riding camels and watching spectacular Mongolian dance shows.

b



Students discuss the questions in pairs. Monitor but don't interrupt fluency unless students make mistakes in their choice of vocabulary. Ask one or two students to share their ideas with the class.



EXTRA ACTIVITY


In pairs, students talk about a holiday experience when they were a child. It could be something they enjoyed or something that frightened them like the child in the picture. Encourage talk about where they went, what they did, how they felt and why. Invite one or two students to share their stories with the class.

2A We had an adventure

OPTIONAL LEAD-IN

Books closed. Elicit from the class different kinds of holiday people can go on and write them on the board, e.g. *beach/resort, city break, camping, adventure, cruise, safari, tour*. Ask the class which kind of holiday they would most like to go on today. Take a class vote on the most popular holiday. Put students in pairs and give them three minutes to think of as many different activities as they can for the class holiday. Some suggested activities: *sunbathe, buy souvenirs, go shopping, go sightseeing, go on a trip, meet new people, visit a monument, have a campfire, go surfing, go trekking, go climbing, see wildlife*.

1 READING AND LISTENING

- a  Students open their books and discuss the questions. Take class feedback on the kind of new things students like to try on holiday.
- b Read the title of the text with students and ask: *What do you think the book is about?* Then ask them to read the text to check their ideas. Discuss the second question as a class. Ask students what problems saying yes to everything might cause. If you wish, give students information from the Culture notes below.

Answers

- 1 It's about a man who decided to say yes to every question for a year.
- 2 He took a holiday from work and became a 'yes man' for a week.

CULTURE NOTES

Yes Man is a bestselling book by UK writer and comedian, Danny Wallace. Danny's relationship with his girlfriend had finished. He was depressed and avoiding people until a stranger on a bus told him to 'say "yes" more'. Wallace then chose to say 'yes' to any offers that came his way for a year and wrote up the story in his book. As a result, in the year that followed, Danny met some interesting and some strange people and travelled to several countries. *Yes Man* was described by some reviewers as a book that has the power to change your life. A film of the same name was made, starring Jim Carrey and Zooey Deschanel – but the story is quite different.

It is worth noting that there is another meaning for 'yes-man' in English, which is a very different meaning from the one in Wallace's book. A 'yes-man' is someone who agrees with everything their employer says in order to please them.

- c Ask students to look at the pictures and describe what they can see. Encourage correct use of the present continuous. (The water sport in the picture is water skiing.) Pre-teach the word *travel agent* in the Vocabulary support box. Ask them to guess what sort of questions Richard said 'yes' to. Students read Day One and answer the questions. Then they read Day Two and answer the questions. Ask them to discuss their answers with a partner. Check answers as a class. You may wish to help students with some of the words in the Vocabulary support box.

At the end of this lesson, students will be able to:

- read and understand a text about a holiday
- understand and use vocabulary related to tourism
- use all forms of the past simple
- pronounce past simple regular endings correctly
- talk about past holidays

Answers

Day One

- 1 He saw a poster in the window (of the travel agent's).
- 2 a beach holiday in Greece
- 3 No, he usually prefers to go to cities.
- 4 the next day

Day Two

- 1 The receptionist asked, 'Do you want to go?'
- 2 It was very, very hot.
- 3 two pairs of sunglasses, three hats, a watch and a woman's necklace
- 4 He's going to go water skiing. He's very unhappy about it.

VOCABULARY SUPPORT



accommodation (B1) – a place where you stay on holiday, e.g. a hotel, an apartment

check in (B1) – to go to the desk at a hotel or an airport and say that you have arrived

travel agent (B1) – a person whose job it is to sell holidays and make travel arrangements

travel agent's (B1) – a shop which sells holidays and makes travel arrangements

unpack (B1) – to take things out of your suitcase/bag

- d  Discuss the questions briefly as a class. Ask what people enjoy or don't enjoy about water skiing. Elicit the words: *stand up on skis, fall off*.
- e  1.23 Ask students to read the sentences 1–5 about Day 3. You may wish to pre-teach the word *instructor* (someone who teaches a particular sport or activity). Play the recording and ask students to decide if the sentences are true or false. When the recording is finished ask students: *What surprised Richard about his day? (He learned to like water skiing.)* Check answers in full group. To extend you can ask more detailed questions, e.g. *How long was the lesson? (one hour) How many people were there in the group? (six including Richard) How did Richard feel when the instructor asked him to go first? (sick) How many times did he fall over? (two) How many minutes did he spend in the water? (ten)*

Answers

- 1 T
- 2 F He was really worried.
- 3 T
- 4 F After the third time, he loved water skiing.
- 5 F Later on in the evening he had a drink with the other water skiers.


Audioscript

DAY THREE

So, the next morning, we started with some water skiing practice on the beach. First, they showed us how to stand up on the skis ... and then how to fall off safely. The lesson took about an hour, and then we were ready to go out to sea. There were five other people in my group, who were all very excited. But not me – I was really worried. The instructor looked at me and said, "Do you want to go first?" and then everyone looked at me. I felt sick but I said, "Yes" ...

Ten seconds after I started, I fell over. I tried again. And I fell over again.

Then the third time, something amazing suddenly happened. I didn't fall over. And I found out that I love water skiing. The ten minutes in the water passed very quickly and I didn't want to stop! When we got back to the hotel, the receptionist asked me, "So, did you enjoy the water skiing course?" I said, "Yes" which, for the first time, was the truth. And then later on that evening I had a drink in the bar with the other water skiers. I felt really happy. And that was when I realised I was enjoying being a 'Yes Man' after all.

- f**  Students talk about the question in pairs. Ask students to tell interesting stories to the class.

2 GRAMMAR Past simple: positive

- a** Books closed. Write on the board: *Richard _____ to change his life. Richard _____ a 'Yes Man' for a week.* Encourage students to call out the missing verbs. Write down any possible correct answers. Ask students to open their books and check with the introduction. (The missing words are *wanted* and *became*.) Ask students *When did Richard become a 'Yes Man'?* (The article does not give an exact time, but this happened before he wrote the article.) Elicit the answer: *in the past*. (If students say: *When he finished the book*, ask: *When was that?*) Elicit that regular past simple verbs end in *-ed*, by asking them which of these verbs is regular and which is irregular. Look at 2a with students. Tell students to find the past simple verb forms, starting at the top of the introduction. The words are in the same order in the article. They underline examples in the texts of the past simple forms. Check answers as a class.

Answers

became felt decided started asked did changed had wanted got saw slept went arrived gave

- b** Students say which end in *-ed* (are regular) and what the changes in the other (irregular) past simple forms are. Point out that there is a list of irregular verbs on p.176.

EXTRA ACTIVITY


Put students in pairs. Turn to the irregular verb list on SB p.176. Each pair chooses ten verbs from the list that they want to practise. These can be verbs they have not seen before, ones they find difficult or ones they think they will use in today's class. Give them a couple of minutes to choose the verbs and note down the infinitive and the past simple form. Students then test each other: one student reads the infinitive from their list and the other gives the past simple form without looking at the list.

- c** Students complete the sentences individually. Check as a class. If students made many mistakes with the irregular verbs, look at the list on p.176 with them again briefly. Point out that many of the most common verbs in English are irregular and that it is important to learn these.

Answers

1 worked 2 spent 3 stayed 4 won 5 took 6 went

3 LISTENING

- a**  **1.24** In pairs, students guess which of the activities in 2c Richard enjoyed and give possible reasons. You may wish to pre-teach the words *mosquito* and *bite* in the Vocabulary support box. Explain that *bit* is the past simple of *bite*. Then play the recording of Day 7. Students listen and see if their guesses were right. If necessary, pause the recording after each paragraph to allow students to check their ideas. Take feedback on the information from each section before continuing.

Suggested answers

He enjoyed working as a waiter for a day, the day he spent fishing and staying at a beach party until six the next morning (he won a dancing competition). He also enjoyed swimming until midnight (but not the mosquitoes).

VOCABULARY SUPPORT

bite (B1) – to put your teeth into something or someone
have control (B1) – when you can decide things for yourself
make friends with (B1) – to begin to know and like someone
mosquito (B1) – small flying insect that bites
souvenir (B1) – something which you buy to remember a special event or holiday

EXTRA ACTIVITY

Ask what the past simple forms of the following verbs are. They are all in the recording:
can (could), make (made), come (came), catch (caught), bite (bit).

Audioscript


DAY SEVEN

On the last day of the holiday, I couldn't wait for midnight. At 12 o'clock I could stop answering 'yes' to every question. The week had been fun but I wanted some control of my life again! That evening I went for one last dinner with some of my new friends. "So, did you have a good week?" one of them asked me. "Yes," I said. "What was your favourite thing?" she asked.

And do you know what? I couldn't really answer her. There were so many things I had enjoyed. I worked as a waiter for a day – I didn't get any money for it, but I made friends with some interesting people who came to eat at the restaurant. I also spent a day fishing with five Greek fishermen and caught several fish. I stayed at a beach party until six in the morning. Oh, and I won a dancing competition!

Of course, some of my experiences weren't very good. I took the same boat trip three times ... I went swimming at midnight – actually, I liked the swimming, but I didn't like the mosquitoes that bit me when I got out of the sea. And I spent over 200 euros on souvenirs that I hate!


It was great to try new things. But I was glad the week was nearly finished. I wanted to get back home and relax for a day before I started work again on Monday. But Day 7 wasn't finished yet! Without thinking, I asked my new friends what they planned to do next. They were all smiling at me. One of them said, "We're flying to Thailand tomorrow. Do you want to come with us? You'd love it!" I looked at my watch. It was 11.55.

- b**  **1.21** Ask if students can remember Richard's last question. If nobody in the class heard the question, play the last part of the recording again. (His new friends ask him to go to Thailand.) Ask students to listen and note down any reasons why Richard might say yes, or reasons why Richard might say no. Take feedback, encouraging students to give reasons from what Richard said and their own reasons. You could ask students what they would do in Richard's position.

Answers

Do you want to come with us? (to Thailand)

Possibly he will say yes, because he says Day 7 wasn't finished yet, it is only 11.55, and he is still a 'yes man' for another five minutes. Possibly he will say no because he wants some control of his life again, and he said he wanted to get back home and relax for a day before he starts work on Monday.

- c**  Students discuss the questions in pairs or small groups. Monitor but do not correct students as this is a fluency activity. Students share their ideas with the class. See how many of the class think being a 'yes man' for a week would be a good idea.

EXTRA ACTIVITY

Choose a holiday that you know is not popular with the class and write it on the board. Ask students to work in pairs to imagine a day when someone decided to be a 'yes man' (or woman). First, they think of three questions the person was asked and said 'yes' to. Then they write a paragraph about the day. Circulate and give help where necessary. Encourage students to use the past simple of some of the verbs they have looked at in this lesson. When they have finished, they can read out their paragraphs to the class or exchange with other pairs. The class can vote on the best story.

4 GRAMMAR

Past simple: negative and questions

- a** Tell students to read the sentences from the listening and complete them with the correct words.


Answers

1 weren't 2 didn't 3 Did 4 was

- b** Discuss the questions in full group and check answers. Write the negatives and questions on the board to reinforce the way that negatives and questions are formed.

Answers

1 1 and 4
2 with the verb *be*: negative – add *not (n't)* to make *wasn't* and *weren't*; question invert subject and *was/were*; i.e. have the subject after *was/were*
with other verbs: negative – use *didn't* + infinitive; question – use *did* + subject + infinitive

- c**  Students read the information in Grammar Focus 2A on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 2A on SB p.145. Check answers as a class, checking the use of regular and irregular past forms and the formation of past simple questions. Make sure that students use inversion for questions with *be* and the auxiliary *did* with other verbs.

Answers (Grammar Focus 2A SB p.145)

- a** 1 asked 2 bought 3 danced 4 enjoyed 5 found
6 forgot 7 knew 8 learned 9 hurried 10 met
11 offered 12 preferred 13 relaxed 14 said 15 wore
b 1 wasn't; was 2 arrived; didn't arrive 3 were; weren't
4 ate; didn't eat 5 rained; didn't rain 6 spent; didn't spend
7 spoke; didn't speak 8 had; didn't have
c 1 Why was your plane late? 2 When did your bags arrive?
3 What did you wear? 4 Were the people friendly?
5 What was the weather like? 6 What kind of food did you eat?
7 Did you have a good time?


CAREFUL!

- One of the most common problems for students when making the past simple is to use *did/didn't* + past form. Make sure that you correct these errors to avoid problems in the future, e.g. *I didn't went*. (Correct form = *I didn't go*.) *Did you went?* (Correct form = *Did you go?*)
- Check the spelling of past forms too, especially verbs which end in consonant + 'y', e.g. *carry* – *carried*, *try* – *tried*, and verbs which double the final consonant in the past simple form, e.g. *plan* – *planned*, *prefer* – *preferred*, *stop* – *stopped*, *travel* – *travelled*.

LANGUAGE NOTES

We use points of time with the past simple, e.g. *I arrived at 2.30 / on Monday*. But we use a period with *ago*, e.g. *I arrived an hour ago / two days ago*.

5 PRONUNCIATION -ed endings

- a**  **1.27** Ask students to answer these questions to elicit *stayed* and *visited*: *Where did you stay on your last holiday? What places did you visit on your last holiday?* Put the past forms on the board and ask students to repeat them and tell you the difference in the pronunciation of *-ed* (*visited* has an extra syllable, with the *-ed* pronounced /ɪd/).

Play the recording for students to tick the verbs with the extra syllable. Check answers as a class. Model and drill the pronunciation of the forms.


Answers

change	>	changed		play	>	played	
need	>	needed	✓	ask	>	asked	
decide	>	decided	✓	want	>	wanted	✓
start	>	started	✓				

- b** Give students a short time to complete the rule and then check.

Answers

d, t

- c**  **1.28** Play the recording for students to listen and choose the correct verbs. Check as a class. Model and drill the pronunciation of these verbs, too.

Answers and audioscript


waited, included, shouted, ended

EXTRA ACTIVITY

Divide the class into small groups. They start with five points each. Say the infinitive form of a verb from 5a or 5c to the groups in turn. They must immediately give you the past form with the correct pronunciation of the ending. If they make a mistake, they lose a point. The group with the most points at the end wins. Try to make this a quickfire game.

You can add more regular verbs to your list, e.g. *walk*, *work*, *hope*, *copy*.

6 VOCABULARY Tourism


- a  Students close their books. Ask them what holiday items were in the pictures. Write them on the board. Open the books and check. In pairs, students make a list of other items people often take with them on holiday. Put their ideas on the board.

Answers

on these pages: sun hat, T-shirt, shorts, sandals, folding chair, sunglasses

EXTRA ACTIVITY

Elicit or input the meaning of *travel light* (take only what you need when you travel). Ask students whether they take too much or just enough with them on holiday. Ask students who travel light to give travel tips to other students.

- b  Students complete the exercises in Vocabulary Focus 2A on SB p.133. Play the recordings for students to check their answers to a and c. Ask for students' answers to b in full group and monitor conversations in d.

Answers (Vocabulary Focus 2A SB p.133)

A 1 guidebook 2 map 3 suitcase 4 sunglasses
5 passport 6 foreign currency 7 suntan lotion 8 backpack
C 1 holiday 2 visa 3 money 4 accommodation
5 hotel; luggage 6 sightseeing 7 souvenirs 8 hostel
9 campsite 10 adventure

CAREFUL!

Students may have problems with spelling with this set, especially *accommodation*, *sightseeing*, *souvenirs* and *adventure*. This is because of the differences between sound and spelling. A common student error is to use *camping* instead of *campsite*, e.g. *We stayed at a great camping*. (Correct form = *We stayed at a great **campsite***.)

7 SPEAKING

- a Ask students to close their books. Tell students where you went on your last holiday and elicit questions about it. Students open books and check if the questions you elicited are in the task. Ask students where they went for their last holidays and if they enjoyed them or not. Give students a couple of minutes to read through the questions and think about their answers.



LOA TIP ELICITING

Say: *I went on holiday*. Write *When?* on the board and gesture to the class that you want them to ask you a question. Elicit: *When did you go?* Answer the question with information about your last holiday. Write *Where?* on the board to elicit the question: *Where did you go?* and again answer the question. Continue with prompts to elicit the following questions: *How long?* (*How long did you go for?*), *Who ... with?* (*Who did you go with?*), *kind of accommodation* (*What kind of accommodation did you stay in?*) Finish by eliciting any other questions the class might have without prompting.

- b In pairs students take turns to tell each other about their holiday and ask questions about their partner's holiday. Tell them that they can use the questions in the book but if they want more information, they can think of their own questions. Monitor and note any common mistakes to deal with in feedback later. If one student is making the same mistake with the past simple all the time, echo correct to encourage self correction. In feedback, ask students to tell you some interesting or surprising things their partner told them.



FAST FINISHERS

Fast finishers can have another conversation where they tell each other about a holiday they did not enjoy. Ask for examples of these conversations, too, in feedback.

ADDITIONAL MATERIAL

- ▶ Workbook 2A
- ▶ Photocopiable activities: Grammar p.203, Vocabulary p.230, Pronunciation p.267

2B Everyone was waiting for me

At the end of this lesson, students will be able to:

- understand and use travel collocations
- understand a story about a travel experience
- use the past continuous and past simple tenses
- use the weak form of *was/were*
- talk about travel experiences and tell travel stories

OPTIONAL LEAD-IN

Ask students: *How did you get here today?* Students tell you what forms of transport they used in their journey. Write a list on the board. Then ask: *What was your journey like?* Encourage students to describe their journey, including any difficulties they may have had. Ask students to tell you what other kinds of problems people can have when using the forms of transport listed on the board.

LANGUAGE NOTES

We usually use *by* + form of transport, e.g. *go/come by car, by bus, by train*. However, when walking, we use *on*: *go/come on foot*.

1 VOCABULARY Travel collocations

- a** Read through the forms of transport with the class. Put these phrases on the board: *every day? on holiday? at the weekend?* In pairs, students talk about their preferred ways of travelling and use the phrases on the board to help them. Take feedback as a class. Encourage students to give reasons for liking or disliking the forms of transport.
- b** Students look at the pictures and describe what they can see as a class. (Top: a traffic jam on an American freeway (= motorway in British English); Middle: commuters on the London Underground; Bottom: passengers waiting for a delayed flight at an airport) Ask some further questions about the pictures: *What is happening? How do you think the people are feeling?*
- Where do you think the people are going? What do you think will happen next?* Finally, ask the class which situation in the pictures they dislike most, and why.
- c** Students complete the exercises in Vocabulary Focus 2B SB p.134. Check answers to Exercise a as a class, then play the recording for students to listen and follow the story on the map. In pairs, students retell the story, using only the picture to help them (Exercise b). If they need further help, give some prompts, either spoken or written, e.g. *Europe / last year*. Students match the problems with the pictures in Exercise c. Play the recording in Exercise d for students to check their answers. Then play it again for them to listen and repeat. Do Exercise e as a class and encourage discussion of questions in Exercise f. When students have finished, ask them to turn back to SB p. 19.

Answers (Vocabulary Focus SB p.134)

A 1h 2i 3d 4g 5e 6c 7a 8b 9f
C 1h 2b 3g 4f 5a 6j 7e 8c 9d 10i

CAREFUL!

Students sometimes overuse *travel* as a noun. *Trip* and *journey* are common nouns associated with travel in English, e.g. *It was a business travel*. (Correct form = *It was a business trip*.) *The travel was quite long*. (Correct form = *The journey was quite long*.)

2 LISTENING

- a** Before looking at the picture and text, ask students what problems people can have on a plane. Ask them to look at the picture and title of the text and see if they can guess what happened.
- b** Tell students they will now hear the woman tell her story. Play the recording for students to compare their ideas.

VOCABULARY SUPPORT

embarrassing (B1) – making you feel silly or stupid when other people are with you

flight attendant – person who works on a plane and helps the passengers

in a rush – when you need to hurry and do things more quickly than usual

seatbelt – a belt that holds you in your seat in a car or a plane


Audioscript

Well, I was in a rush that morning and I suppose I set off a bit late. It was raining when I left the house and there was a lot of traffic on the roads. I got to the airport just before the desk closed. When I boarded the plane, all the other passengers were waiting for me. It was a bit embarrassing, but we took off OK. I had a seat in the middle of the plane and for the first couple of hours it was fine. So I was reading my book when one of the flight attendants came over and spoke to me. She said that there was something wrong with *her* seat and that she needed to take mine. I was the last passenger to check in, so they chose me. I asked the flight attendant where I should sit and she told me that the only place was the toilet. At first, I thought it was a joke, but then I realised that she was serious. So I was sitting on the toilet when the turbulence started. It was quite frightening because of course there was no seatbelt in the toilet. I almost fell off a few times. After the turbulence stopped, I opened the door. About five passengers were waiting outside to use the toilet. I just closed the door again. And then to top it all, when we landed at Istanbul there was a delay of an hour before we could get off the plane because of a problem in the airport. I still can't believe they told me to stay in the toilet for two hours. It was terrible. You just can't treat customers like that.


- c** Students listen again to give more details about the story. Play the recording and let students talk about the answers in pairs. If necessary, pause the recording to allow time for students to note down their answers before moving on to the next question. Students share their ideas with the class.

Answers

- her journey to the airport: she was in a rush
- boarding the plane: all the other passengers were waiting for her; it was a bit embarrassing
- what the flight attendant said: the only place to sit was the toilet
- what happened when she was in the toilet: there was turbulence; she almost fell off; passengers were waiting; there was no seatbelt
- how she feels about what happened now: still can't believe it; it was terrible

- d  Ask for students' opinions as a class, encouraging them to give their reasons. (You can tell the students that this story is not true, although a man in America claimed something similar happened to him and sued the airline for \$2 million in 2008.)

3 GRAMMAR Past continuous

- a  1.34 Point out that the sentences in 3a are from the story in 2. Read each sentence aloud, missing the gapped word, and see if students can complete them from memory. Play the recording for students to complete the sentences or to check their ideas.

Answers

1 was raining 2 were waiting 3 was reading 4 was sitting

- b Ask students to underline the past simple verbs in the four sentences. Check together. Elicit what we call the other tense (the past continuous).


Answers

1 left 2 boarded 3 spoke 4 started

- c Ask students the questions in full group. These concept-check the use of the past continuous.

Answers

1 past continuous
2 because of the past simple action: 2, 3
some time after: 1, 4

- d  Students read the information in Grammar Focus 2B on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 2B on SB p.145. Check answers as a class. When students have finished, ask them to turn back to SB p.20.

Answers (Grammar Focus SB p.145)

- A 1 I was living
2 we were sleeping
3 were you doing; were watching
4 She wasn't studying; she was chatting
5 Most people weren't wearing; were they wearing
- B 1 stopped; was watching
2 was walking; saw
3 left; was studying
4 was doing; heard
5 were feeling; got home
6 didn't visit; was working
7 wasn't looking; crashed
- C was walking; found
2 was raining; left
3 called; was cooking
4 weren't working; came

LANGUAGE NOTES



It can sometimes be misleading to talk about long and short actions when discussing the past continuous. It is important that students focus on the fact that the past simple action interrupted the action that was in progress (the past continuous action). Bear in mind that sometimes the past continuous action is fairly short, but it is always longer than the past simple one, e.g. *I was picking up a book from the floor when I heard a strange noise.*

CAREFUL!

- Students make many errors when using the past continuous, often because the tense does not exist in their own languages. Instead, they may try to use past simple all the time and this can result in the wrong sequence of events, e.g. *I arrived at school. Jacky played a game with Ella.* (Correct form = *When I arrived at school, Jacky **was playing** a game with Ella.*)
- Another mistake is for students to use the present tense of *be* in the past, e.g. *I am walking home yesterday when I saw a fast car.* (Correct form = *I **was** walking home yesterday when I saw a fast car.*)


EXTRA ACTIVITY

To review spelling of the past continuous form, write some verbs on the board and ask students to write down the *-ing* form, e.g. *drive, sit, come, make, travel, hit*. They should then spell them back to you to put on the board. Elicit the general rules: 1 a verb ending with 'e' loses the 'e' before adding *-ing*, e.g. *come - coming*. 2 A verb ending with a vowel and a single consonant doubles the consonant before adding *-ing*: e.g. *run - running*.

- e  1.36 Play the recording for students to notice the stresses (the underlined words) in positive and negative sentences. Point out that in words of more than one syllable, the underlining shows which syllable is stressed.
- f  1.36 Students listen again to identify the differences in vowel sounds and answer the question. Repeat the sentences, making sure *was* has a weak form /wəz/. Point out the difference between the weak and strong form of *was* and tell students that some words, especially those which don't carry the main meaning, don't have full stress when we're talking.

Answer

No – The vowel sounds of both *was* and *were* are weak (/ə/) in positive sentences. In negative forms /ɒ/ is the vowel sound in *wasn't* and /ɜ:/ in *weren't*.

- g  1.37 Play the recording for students say whether they hear the words. Elicit that *wasn't* and *weren't* (i.e. the negative forms) have full stress. Drill the pronunciation of the sentences in 3e and g. Model for students to repeat.

Answer

Yes – but they're clearer/stronger in negative sentences.


Answers and audioscript

- We **were** waiting for the bus.
- He **wasn't** hitchhiking.
- They **were** talking to the driver.
- He **was** travelling by train.
- They **weren't** helping the passengers.


- h Students complete the sentences with the correct past forms individually. Check answers in full group. Check pronunciation when students give their answers.

Answers

- was leaving, realised
- was travelling around, lost
- was running, opened, fell
- was driving, stopped
- stole, was standing

- i  Tell students about a similar problem you once had (or invent one). Look at the example together and elicit a possible answer to the question, e.g. *I had to send it away and get a new one. It took a long time.* Then ask students to tell their partners about similar problems they had when they were travelling. Monitor and listen for correct use of the past continuous. Ask for examples in feedback and write some of them on the board.

4 READING AND SPEAKING

- a Tell students that they are going to read some more stories about difficult journeys. Ask students to look at the map and focus on the two place names. Ask different students to spell the names. Then ask students to describe the picture. Ask: *Where are the people? What are they doing?* They then read the headlines to guess what happened to the travellers. Don't tell students if they are right or wrong.
- b  Divide students into pairs and assign A and B roles. Students A turn to SB p.127. Students B turn to SB p.128. Allow some time for students to read their story and answer the five questions. Monitor and help students. Do not check answers as a class. When students have finished ask them to turn back to SB p.21.


Answers

Student A

- 1 travelling around Italy, going to island of Capri
- 2 by car
- 3 they made a spelling mistake on the GPS, typed CARPI instead of CAPRI
- 4 a tourist official, explained their mistake
- 5 the couple got back into their car and started driving south


Student B


- 1 from Heathrow airport to Norwich (a city about 150 miles away)
- 2 by coach
- 3 the coach broke down
- 4 ten passengers, strong young men and a couple of women, pushed the coach; a car stopped and pulled the coach
- 5 the passenger waited over an hour for another coach, the driver will get training because he was wrong to ask the passengers to push the coach

- c  Ask students to tell the story to their partner in their own words. They should use the questions to help them. Monitor and help where necessary. Encourage students who are listening to ask their partner follow-up questions.

FAST FINISHERS

Fast finishers can read the complete story to their partner and then ask detailed questions to see how much he/she can remember, e.g. *How many passengers were on the coach? What time did the coach leave Heathrow?*

- d  Discuss the question in full group, asking for reasons.
- e Tell students that now they are going to tell a story themselves. First, give them some time to think about a difficult journey they once had. Suggest that this could be when they were young or it could be more recent. If they can't think of a story, they can invent one or talk about someone they know. Circulate and help with ideas where necessary.

- f  Put students into small groups to tell their stories. The other students can ask questions while they are telling the story. Look at the example together. Monitor but do not stop students if they make mistakes. Clarify these as you check answers as a class.



LOA TIP MONITORING

- As this is a fluency activity, do not interrupt the groups while they are talking. However, you want students to use the correct target language from the lesson so listen carefully and note down mistakes students make with the past continuous and any mistakes with vocabulary (that you presented in the lesson). You may need to write notes to remember specific examples to use in feedback – but if you can remember without writing down, this will be less worrying for students.
- During feedback, do not attribute mistakes to individual students, but give the mistake and elicit corrections from the whole group.
- While monitoring, also note any interesting facts about their journeys that students mentioned so that you can bring these up in feedback, too.

- g Students discuss each form of transport and describe any other bad experiences they have had. Students decide who has had the worst experience on each form of transport. In feedback, they tell the other groups and give reasons for their decision.



EXTRA ACTIVITY

In small groups, students each have a piece of paper. Ask them to write down the first part of a sentence in the past continuous: *When I was driving home last week, ...* They pass the paper to the student on their right who has to finish the sentence and start the next sentence, also in the past continuous. Students will be building a story so the content of the sentence needs to follow on from the first. Allow about five minutes for the activity. Ask one student from each group to read their story to the class.

ADDITIONAL MATERIAL

- ▶ Workbook 2B
- ▶ Photocopiable activities: Grammar p.207, Vocabulary p.231, Pronunciation p.268

20 Everyday English

What time's the next train?

At the end of this lesson, students will be able to:

- use phrases to ask for information in a public place
- link the endings and beginnings of words together
- understand a conversation where someone is asking for and receiving information

OPTIONAL LEAD-IN

Books closed. Tell students they are going on a train journey but they don't know the train route, timetable or ticket cost. Find out how students prefer to ask for information: by phone, online or in person. Put students in pairs to discuss. Encourage them to explain their reasons. Ask one or two students to summarise the advantages of each.

1 LISTENING

- a** Write *train station*, *tourist office* and *airport* on the board. In pairs, students think of two kinds of information they can find out in each place. Compare answers as a class.

Suggested answers

times of trains, which platforms they leave from
places of interest to visit, shows and entertainment
how long a delay is, changing a flight

- b** Students look at the pictures and describe them. Then they guess where Annie is and what information she wants. Then ask them to imagine what information she'll ask for. Put a list of their ideas on the board as they might refer to this later in the lesson.

- c** Play Part 1 of the video or play the audio recording for students to check their ideas.

Video/Audioscript (Part 1)

- ANNIE** Excuse me ... Excuse me!
EMPLOYEE Yes, how can I help you?
A I'm going to Birmingham to visit my brother.
E OK. Erm, which train are you taking?
A Oh, I don't know. What time's the next train?
E The next one leaves in ... four minutes.
A How often do the trains leave?
E Every ... 30 minutes. So the next one after that is at 15.32.
A OK, great. And er, which platform does it leave from?
E That train leaves from ... platform 12. So, it's just over there.
A Sorry, just one more thing.
E Yes, of course.
A Could you tell me where the ticket office is?
E It's over there. But it looks quite busy – there's a long queue. I can sell you a ticket.
A Oh, brilliant! How much is a ticket?
E Well, when do you want to come back?
- A** Oh, I don't know. Probably tomorrow evening. But on Sunday it's going to be sunny I think and my brother's going to have a party and so maybe I'll stay until Monday.
E The ticket prices change. Sunday is cheaper than Monday.
A Oh, Sunday then. His parties are never very good.
E OK, you want a return to Birmingham. Coming back on ... Sunday?
A Yes, that's right.
E So, that's £26.30.
A Can I pay by card?
E Yes, sure ... OK, so here's your card, and your ticket. Is there anything else I can help you with?
A Actually, there is one more thing. Where can I buy a magazine? Is there a newsagent's here?
E Yes, look – there's one just over there.
A Great. Thanks so much.
E No problem. Have a good journey.

Answers

Annie is at a train station.
She wants to know: when the next train leaves; how often the trains leave; which platform the train leaves from; where the ticket office is; how much a ticket is; where she can buy a magazine

- d** Read through the questions with students before they do the activity. You could see if they can answer any of the questions from memory. Then play the recording again for students to answer the questions. If necessary, pause the recording after each answer is given. Check answers as a class.

Answers

- 1 in four minutes
- 2 every 30 minutes
- 3 12
- 4 Sunday
- 5 £26.30
- 6 a magazine

FAST FINISHERS

Ask students to cover the exercise. Put the answers on the board to elicit the questions. Students uncover the task and check.

EXTRA ACTIVITY

Ask students why the following are mentioned in the dialogue: brother (Annie's going to visit him), a party (her brother might have one on Sunday), cheaper (tickets are cheaper on Sundays).

2 USEFUL LANGUAGE

Asking for information in a public place

- a** Before looking at the exercise, ask students if they can complete the questions from the conversation in 1. Give them the first parts of the questions (1–6). Put their suggestions on the board. Students then look at the task and match the sentence parts. Play the recording for students to check and then compare with their original ideas. You could also ask for examples of other questions beginning with these or similar question starters, e.g. *What time ... does the film start?*


Answers and audioscript

- 1d What time's the next train?
- 2e How often do the trains leave?
- 3c Could you tell me where the ticket office is?
- 4a How much is a ticket?
- 5b Can I pay by card?
- 6f Where can I buy a magazine?

- b** Students listen and complete the questions the assistant asks. Students may be able to do this before hearing the recording again. Play the recording for students to answer the questions or check their answers.

Answers


- 1 can I
- 2 anything else

- c Tell students they are now going to look at another dialogue about asking for and giving information. Ask them to read through the gapped dialogue (or read through it with them) and say where they think the conversation happens (information centre / tourist office). Then ask students to complete the dialogue individually.
- d  1.41 Play the recording for students to check. Check answers as a class. In pairs, students practise the dialogue, taking turns to be A and B.

Answers



- 1 could you tell me 2 what time 3 How much
4 Where can I 5 Can I

3 PRONUNCIATION Joining words

- a  1.41 Tell students that sometimes it's difficult to understand a person speaking English because they seem to speak very quickly. Explain that often it is about the way they join words together when they speak. Clarify this with an example, exaggerating the way the words are joined, e.g. *my friendAnnie* (*my friend, Annie*). Check students know the difference between a consonant sound and a vowel sound and then play the recording of the questions for students to complete the rule and answer the question. Model the questions and ask students to repeat.

Answers

- 1 isn't 2 /naɪ/ /tʃɪ/

- b Students underline the letters and spaces where there isn't a pause, i.e. where a consonant sound is joined to the vowel sound at the beginning of the next word.
- c  1.43 Play the recording for them to check their answers. Students repeat to practise.
- d  In pairs, students ask each other the questions in 3b. Monitor and point out any errors for students to correct.

Answers and audioscript

- 1 Is anyone sitting here?
2 Could I sit next to you?
3 What are you reading?
4 Do you want a drink?
5 Where do you get off?
6 Can I have your email address?

LOA TIP DRILLING

- Model the sentences from the recording individually and ask the class to repeat them as a group with the same pronunciation. Start quite slowly and encourage students to repeat at the same speed. Focus on the joining (linking) sounds to make the sentences appear as natural as possible. Then repeat the activity but going slightly more quickly. See how fast students can say the sentences but still remain clear.
- You can then use number 4 in a transformation drill, either together as a class or students can do this in pairs. Say: *Do you want a drink?* Students repeat. Then give different prompts, e.g. a sandwich: *Do you want a sandwich?* This is not to practise the structure but the linking sound: *want + a*.

LANGUAGE NOTES

English speakers also often combine *do + you* = /dju:/ Encourage students to use this contraction when they use the form in speaking.


4 CONVERSATION SKILLS

Asking for more information

- a Read through the exchanges with the class and ask if the underlined phrases mean 1 or 2.

Answer

- 2 ask something else



- b  1.44 Play the recording for students to repeat the phrases. Make sure that they pause after the words *sorry* and *actually*.

LANGUAGE NOTES

In some languages, *actually* (meaning 'in fact' or 'really') is a false friend – a word that looks like a word in their language but which has another meaning. In French, for example, *actuellement* means 'currently' or 'at the moment'.

EXTRA ACTIVITY



Ask students to imagine that you work at an airport. One student asks you for some information. Give the information and then ask: *Is there anything else I can help you with?* Another student asks you for information. Reply and ask the same question again. Continue round the class until students finally run out of questions.

- c  Tell students that they are going to role play a situation where one is a tourist information officer and the other is a tourist. Put students into pairs and give them A and B roles. Give them a short time to look at their roles and the example dialogue, and to think of some extra questions and the kind of answers they might need to use. Give an example if you feel they need extra help, e.g. *How much are the tickets? They're 45 dollars each.* Students practise the conversation. Monitor and prompt or help where necessary. In feedback, ask what additional information they asked for.
- d  Students swap roles and do the role play again.

FAST FINISHERS

Ask fast finishers to imagine that one is the secretary of your school and the other is a student who wants some information.

5 LISTENING

- a  Ask students to look at the picture from Part 2 again. Ask: *Why is Annie running back to the assistant?* Take ideas from students and write these on the board.
- b  1.45 Play Part 2 of the video or play the audio recording for students to check their ideas and tell you what Annie's mistake was. Elicit what the assistant says when he doesn't understand: *Sorry?* Model the correct intonation and ask the class to repeat. Ask if they think she can change her ticket or not.

Video/audioscript (Part 2)


ANNIE He doesn't live in Birmingham any more! He doesn't live in Birmingham any more! He doesn't live in Birmingham any more!

A My brother. He moved. He doesn't live in Birmingham any more. He lives in Stratford now! Can I change my ticket ...?

EMPLOYEE Sorry?

Answers


She needs to change her ticket.
Her brother doesn't live in Birmingham. He lives in Stratford.
Her last question was: 'Can I change my ticket?'

- c**  Students tell their partners about a silly mistake they (or someone they know) made when travelling. Have an example of your own ready to tell the class, e.g. I pushed the wrong button on a ticket machine and got a single instead of a return. I didn't notice until I tried to travel back with the ticket and had to pay again.

EXTRA ACTIVITY

Tell students that many UK stations today have ticket machines and no ticket offices. Is this a good idea or not? Why? Have a short class discussion.

6 SPEAKING

- a**  Put students into pairs and assign them A and B roles. Student A reads card 1 in 6b. Student B reads card 1 on SB p.128. They prepare what they are going to ask/say. Monitor and help with vocabulary as necessary. Each pair role plays the conversation. Student B starts by asking: *How can I help you?* Monitor and check that students are using appropriate language. After the role play, point out any common mistakes with the class. Now Student A reads card 2 in 6b and Student B reads card 2 on SB p.128. Monitor and point out errors for students to self-correct.

VOCABULARY SUPPORT

locker – a metal cupboard, with a lock where people can leave luggage, e.g. in a station

LANGUAGE NOTES

The pronunciation of the town Warwick is /'wɜːrɪk/ because the second 'w' is silent.




FAST FINISHERS

Fast finishers should think of extra questions to ask and give more detailed information.

EXTRA ACTIVITY

In pairs, students choose a tourist attraction that they know in the local area and write a section for a guidebook in the style of FAQs (Frequently Asked Questions). Give them an example of this: *Q: Where is the museum? A: It's in the High Street, opposite the church.*

ADDITIONAL MATERIAL

-  Workbook 2C
-  Unit Progress Test
-  Personalised online practice

2D Skills for Writing

This city is different, but very friendly

At the end of this lesson, students will be able to:

- understand a conversation about a travel experience
- read and understand a travel blog
- use linking words *and / but / so / because / when*
- write a travel blog

OPTIONAL LEAD-IN

Put students into pairs. Ask them to write down the name of a country and its capital city that they think other students in the class will not know. Make two or three teams from the pairs. Say: *Jakarta*. Ask students to name the country Jakarta is the capital city of. Only accept one answer from each team. If students know the answer (Indonesia), they win a point for their team. Pairs take it in turns to say their capital cities. If no one knows the answer, the pair wins a point for their own team.

1 SPEAKING AND LISTENING

a Students look at the pictures and answer the questions. Take feedback as a class. If you wish, give students information from the Culture notes below.

Answers

- 1 a a traffic jam b a beach in Bali c a storm with lightning in the sky d Borobudur Buddhist Temple e an orang-utan

CULTURE NOTES

Around 245 million people live in Indonesia (the 4th highest population in the world after the USA, China and India). Indonesia is made up of many islands which include: Java, part of Borneo, Sumatra and Bali. It has a tropical climate with average temperatures ranging between 23°C to 28°C. Jakarta, on the island of Java, is the capital city of Indonesia and the largest city of South East Asia. Around 9 million tourists visited Indonesia in 2013.

- Borobudur Buddhist temple, on the Indonesian island of Java, is the world's largest Buddhist temple. It was built in the 9th century and is a UNESCO World Heritage site. It is Indonesia's most visited tourist attraction. Visitors can see a huge number of Buddhist artworks carved into the stone.
- The Indonesian island of Bali is world famous for its tropical beaches.
- In the wild, orang-utans live only in the forests of Sumatra and Borneo. Both populations are endangered due to deforestation, although charities are working to save them. Specialist guided tours are available to visit orang-utans in the wild.

b **1.46** Tell students that they are going to hear a conversation between Tim and Karen, his aunt. Read through the questions with the class. Tell them that they don't need to understand every word as they are just listening for the answers to these questions. Play the recording and check answers as a class. Then ask: *Why do you think Tim is going to Jakarta? (on holiday) Why did Karen go to Jakarta? (to work)*

Answers

- 1 to ask for advice about arriving in Indonesia
2 about ten years ago
3 a (a traffic jam), c (a storm with heavy rain and lightning)

Audioscript

TIM So, when I get to Jakarta, what should I do? **KAREN** I'm not really sure. I mean, I left Indonesia about ten years ago and ... well ... it's probably all changed now.

T So, yeah, I think we'll just get a taxi from the airport to the hostel.
K You could, but if you want to save money, I think there's probably a bus service.
T I suppose so. Is that what you did?
K Well, I was going to Jakarta to work, so someone met us with a car and drove us into the centre of town.
T So what was it like when you arrived?
K It's something I'll never forget. You know, this was the first time I went somewhere that was completely different, the other side of the world. I remember we had a pretty bad flight; there was a long delay at the airport because there was something wrong with the plane. And we had quite a lot of turbulence – and as we were landing I remember thinking 'Is this all a big mistake?'. But no ... as soon as we got off the plane and I felt how lovely and warm it was, I began to feel much happier. I loved it there, I'm sure you will too.

T And, so, once you were away from the airport, what did you see?
K Well, the first thing I saw was a traffic jam!
T Oh no.
K Yes, and a traffic jam that was much noisier and longer than in this country. And a storm!
T Oh no! Really?
K Yes, quite often in the spring, the rainy season, there's suddenly a storm with heavy rain and lightning. And you just have to run for the nearest building! For me, it was exciting, though. I expect you'll love it, too.
T You must have so many memories of your time there.
K Yeah ... yeah I do.
T Did you write them down? You know, do a blog or something.
K No ... I didn't have an internet connection in my apartment.
T Or a diary or something like that?
K No, I never did.
T That's a pity. But you seem to remember it pretty well.

c **1.46** Tell students that they are going to listen again to answer more detailed questions. Read through the questions first with the class – you may wish to help students with words in the Vocabulary support box at this point. Then play the recording again for students to answer the questions.

Answers

- 1 by taxi 2 long delay at airport, turbulence
3 noisier and longer than in this country 4 It was exciting.
5 She didn't have an Internet connection in her apartment.

VOCABULARY SUPPORT

have an Internet connection (B1) – if a place has an Internet connection, you can use the Internet there

lightning (B1) – flashes of light in the sky during a storm

rainy season – time of year when there is a lot of rain

EXTRA ACTIVITY

In pairs, students find a town or area that one of them knows but the other doesn't. Student A is going to visit the place that Student B knows and phones Student B to find out about it. Students role play the conversation.

d Students answer the questions, giving reasons where appropriate. If students like reading blogs, ask: *When did you last read a blog? Why did you read it?*

2 READING

- a Tell the class that they are going to read two posts from Tim's travel blog about arriving in Jakarta. Elicit what they think he might write about. Students then look at the list of topics and see if it includes their ideas. Students read the blogs quickly to check which topics he does NOT write about. Check answers as a class.

VOCABULARY SUPPORT

flavour (B1) – taste in the mouth when we eat food

humid (B1) – weather that is hot and a little wet

local (B1) – in the area near you

style (B1) – a way of doing something (in this case, building) that is from a particular place, or time

Answers

animals

- b Ask students to read the blog again to answer the more detailed questions. Check answers as a class. You may wish to help students with words in the Vocabulary support box.

Answers

- 1 He slept.
- 2 There was a huge traffic jam.
- 3 because they paid him too much
- 4 delicious; really fresh and full of flavour
- 5 lots of old buildings in different styles

EXTRA ACTIVITY

Books closed. Read the posts to the class making mistakes in the content, e.g. *It was a short flight ...*. Students stop you when you make a mistake and correct it. (It was a long flight.)

3 WRITING SKILLS Linking words

- a Ask students if Tim's blog has a lot of short sentences or several long ones. (It has several long ones.) Ask: *Can you find words in the first paragraph in the first blog that Tim uses to join, or link, short sentences? (He uses and, but, so, because.)* Individually, students read the examples and answer the questions. Check answers as a class.

Answers

- | | |
|--------|-----------|
| a when | d so |
| b and | e because |
| c but | |

- b Students underline more examples of the linking words in the posts. Check answers as a class.

Answers

Tuesday
and it's really exciting; but I slept most of the way; It's really humid, because; When we left the airport; and he brought us here; because he seemed; so I have to finish now
Wednesday
so it seemed to be a place; and fell asleep immediately; and very different from anything

- c Explain the activity and do the first one together as a class. Then students complete the sentences individually and then compare answers with a partner. Check as a class.

Answers

- | | | |
|--------|-----------|-----------|
| 1 so | 4 but | 7 because |
| 2 When | 5 because | 8 but |
| 3 so | 6 when | |

EXTRA ACTIVITY

In pairs, each student writes the beginnings of five sentences in the past, finishing with a linking word. They exchange with their partner who has to finish them, e.g. *I went to the cinema last week because ... (I wanted to see the new Matt Damon film.)*. Monitor and point out any sentences that don't make sense. Take feedback as a class and ask for examples from the different pairs. Put them on the board. Ask if students can think of other endings, using different linking words.

4 WRITING

- a Tell students they are going to write a blog and go through the topics. Ask students to choose a topic. Ask a few students to tell you the specific topic they are going to write about.
- b Read through the ideas and give the class three or four minutes to make notes. Monitor and help with vocabulary where necessary.
- c When they are ready, students write their blogs. Remind them to use some of the linking words from 3a. Do not monitor closely, but circulate so that students can ask for help if they need it.

FAST FINISHERS

Ask fast finishers to write a second blog for the following day.

- d In pairs, students read each other's blogs and compare them. If appropriate, students can suggest changes or improvements to their partner's blog.

EXTRA ACTIVITY

When the blogs are finished and corrected, students can pass them round the class. The readers can add a comment as on a real blog. As the blogs are passed round again, other students can add comments and develop a thread.

LOA TIP REVIEW AND REFLECT

Have a brief class discussion and ask students what new things they learned in this lesson that they did not know before. What was the most interesting thing? Also ask what they can do in English that they couldn't do at the beginning of the lesson, e.g. *I learned some interesting information about Indonesia. I can use linking words better now.*

ADDITIONAL MATERIAL

▶ Workbook 2D

UNIT 2

Review and extension

1 GRAMMAR

- a Students complete the sentences individually. Check answers as a class.

Answers

1 didn't spend 2 asked 3 needed 4 didn't get
5 wore 6 Did, meet 7 learnt/learned

EXTRA ACTIVITY

Ask students to think of questions for each of the sentences. Ask them to make the questions for all except 6. Give them the starter words: 1 *Why ...* 2 *What ...* 3 *Did ...* 4 *Why ...* 5 *What ...* 6 *Where ...* Suggested answers are: 1 *Why did you spend a lot of money?* 2 *What did she ask the bus driver for?* 3 *Did you need to change your ticket?* 4 *Why did you get the bus home?* 5 *What did he wear to the party?* 7 *Where did you learn to surf?* Students could practise the questions and answers in pairs.

- b Write on the board: *I was dreaming about my holiday when my alarm clock woke me up this morning.* Concept check by asking: *Which action started first? (I was dreaming).* Students complete the story with the correct alternatives individually and then compare answers with a partner. Point out that both forms are possible in one case. Check answers as a class.

Answers

1 was walking 2 came 3 found 4 were playing
5 was reading 6 arrived 7 sat 8 told / was telling 9 got

2 VOCABULARY

- a Before students look at the exercise, ask them to make a list of things people can take on holiday. Then they do the matching task. Check answers.

Answers

1 suntan lotion, sunglasses 2 foreign currency
3 guidebook, map 4 passport 5 backpack, suitcase

- b Students complete the sentences. Check answers in full group.

Answers

1 travel around 2 get 3 do 4 change 5 go away
6 set off 7 check out

3 WORDPOWER *off*

- a Write the word *off* on the board. Give students a minute in pairs to think of sentences that use *off* in different ways. Check their ideas as a class. Elicit or put on the board an example for each of the groups of sentences 1–3 in the book, e.g. 1 *We had dinner and then Marc went off to play on his computer.* 2 *I took off the top of the box and looked inside.* 3 *I checked that the TV was off before I went out.* Ask students to look through the three groups of examples in the book and to match their general meanings with the pictures. Ask them if the sentences on the board are in the same order. (They are in the same order.) Tell them that diagram a shows something divided, or separated, from the whole thing. Diagram b shows power is not on. Diagram c shows the idea of going away from something. Tell students that it is not always possible to guess the general meaning of prepositions and phrasal verbs in these ways, but they can be a useful guide.

Answers

1c 2a 3b

- b Students match the sentences and replies. Check answers as a class.

Answers

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

- c Students cover a–h and try to remember the replies.

▶ Photocopiable activities: Wordpower p.253



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.