

UNIT 7

Journeys



UNIT OBJECTIVES

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

- understand information, texts and conversations about travel and transport
- exchange information and express opinions about travel and transport
- get someone's attention, apologise and show interest in the other participants in a conversation
- introduce themselves using personal emails

UNIT CONTENTS

G GRAMMAR

- Past simple: negative and questions
- *love / like / don't mind / hate* + verb + -ing

V VOCABULARY

- Transport: *aeroplane (plane), bike, coach, ferry, helicopter, motorbike, scooter, ship, train, tram*
- Transport collocations: *catch (the train), change (trains), get off (the train), get on (the train), miss (the train), take (the train)*
- Transport adjectives: *cheap – expensive, clean – dirty, comfortable – uncomfortable, empty – crowded/full, fast – slow, safe – dangerous*
- Linking ideas with *after, when* and *while*
- Wordpower: *get* meaning *arrive, become, bring, receive, take, travel on*

P PRONUNCIATION

- Sound and spelling: /ɔ:/
- Past simple questions: *did you* /'dɪdʒə/
- Stress in adjectives
- Tones for saying *excuse me*
- Emphasising what we say
- Sound and spelling: *ea* (/eɪ/ and /ɪə/)

C COMMUNICATION SKILLS

- Talking about different journeys
- Evaluating different forms of transport
- Saying excuse me and sorry
- Showing interest
- Discussing English-speaking countries you'd like to visit
- Writing an email about yourself

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write the following wordsnake on the board:

jbusotaxiurboatnecarys

Tell students to find four kinds of transport in the wordsnake. Tell them that there are seven extra letters, which form a word connected with transport. Students work individually, finding the kinds of transport and the word connected with transport. They compare in pairs. Check answers by asking individual students to circle the kinds of transport in the wordsnake on the board and to open their books and look at the title of the unit. (Answers: *bus, taxi, boat, car*. The other letters spell 'journeys'.)



- a Give students one minute to think about their answers to the questions before talking about the picture as a class. If you wish, give students information from the Culture notes below and find out if any students have visited Vietnam.



CULTURE NOTES

This picture was taken in Sa Pa in northwest Vietnam. The women wear clothes typical of the Hmong people, an Asian ethnic group who have been living in the mountain areas of Vietnam, China, Laos and Thailand for over 2,000 years. They have largely managed to keep their language, culture and customs, and traditionally wear brightly embroidered clothes. However, as can be seen from the green and white striped top of the woman on the right in the picture, due to the influence of the west, they often now combine their traditional patterned clothing with modern, ready-to-wear clothes.



- b Read through the questions with students and then put them into pairs to discuss their imaginary travel plans. Help with vocabulary and pronunciation, but don't interrupt fluency.



EXTRA ACTIVITY

Individually, students draw the route they want to take on the journey they discussed in Exercise b and then check in their pairs. Tell them to mark the places they would like to visit and the sights they would like to see. Make sure they know how to say the names of these places in English.

Divide up the pairs students worked in for Exercise b and put students into new small groups – if possible so that each student in the group has a different country. Students take turns talking about their trip. Students in each group then decide which trip they think is best and why.

7A We didn't plan our trip

OPTIONAL LEAD-IN

Draw a rough world map on the board and elicit the names of the different parts of the world from Vocabulary Focus 1A by pointing to the different geographical areas and asking: *What part of the world is this?* (Africa, Asia, Central and South America, Europe, North America, Oceania).

Drill the pronunciation of each part of the world and ask students: *Where's the stress?* Underline the stressed syllable in each.

Tell students you're going to read out three famous tourist attractions for each part of the world. They listen and write down the part of the world. 1 *the Leaning Tower of Pisa, the Eiffel Tower, Big Ben* (Europe) 2 *Victoria Falls, the Pyramids, Serengeti National Park* (Africa) 3 *Machu Picchu, Sugarloaf Mountain, Panama Canal* (Central and South America) 4 *Uluru / Ayers Rock, Botany Bay National Park, Milford Sound* (Oceania) 5 *the Golden Gate Bridge, the Rockies, Yellowstone National Park* (North America) 6 *Mount Everest, the Taj Mahal, the Forbidden City* (Asia). Students compare in pairs. Check answers as a class.

1 READING

- a** If you used the Optional lead-in, before students open their books, mark the three journeys on the map on the board and elicit the countries by asking students: *Where does this journey start/finish?* In pairs, students open their books, look at the journeys and discuss which one they would like to go on and why. Ask some students to tell the class their ideas and justify their decisions as far as possible.
- b** Pre-teach the word *silk*, if possible by showing students something made of silk, e.g. a scarf, and asking: *What material is this?* You may also wish to pre-teach the word *route* using the maps on SB p.70. Students then work individually, answering the questions. Check answers as a class. Ask students if they know any more information about the Silk Road. If you wish, give students information from the Culture notes below.

Answers

- 1 The text describes the journey in map 1.
- 2 No, it wasn't always a tourist route.

CULTURE NOTES

The original Silk Road was over 6,000 kilometres long from Xi'an in China to the Mediterranean. Travelling from east to west, the road ran along the Great Wall of China, past the Taklamakan Desert and the Pamir Mountains before continuing through Afghanistan to the Mediterranean. Silk traders didn't usually travel the whole route, but passed their goods along from one trader to the next, with each trader completing a short stretch.

As well as silk brought from east to west, wool, gold and silver were also taken from west to east. When the Roman Empire fell in the 5th century, the route became too dangerous and it wasn't used again until the 13th century.

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

- read and understand blog posts about travel
- use a lexical set of transport words and transport collocations correctly
- use the negative and question forms of the past simple
- understand a conversation about a long journey
- ask and answer questions about journeys

- c** Students read the blog quickly and match the texts with the pictures. Check answers as a class and ask students: *Which words helped you find the answer?*

Answers

- a Ingrid's text
- b Murat's text

- d** Before telling students to read the blogs again in detail, you may wish to pre-teach the words in the Vocabulary support box. Individually, students decide who said the sentences. Students compare in pairs. Check answers as a class. When checking answers, ask students to read the sections of the text which helped them find the answer.

Answers

- 1 M
- 2 I
- 3 I
- 4 M
- 5 M
- 6 I

VOCABULARY SUPPORT

border (B1) – the geographical line that divides one country from another

competition (A2) – an event where people try to win a prize by being the best

luxury (B1) – something beautiful and/or expensive

two-star, three-star, etc. (C1) – a system for rating hotels, more stars mean a better hotel

yurt – a traditional round 'portable' house, like the one in the picture illustrating the Silk Road text, typically used in Asia by nomadic people

FAST FINISHERS

Ask fast finishers to write more sentences that they think Ingrid or Murat might say about their trips.

EXTRA ACTIVITY

Ask students to read all three texts again and answer questions 1–5:

- 1 *How long does it take to walk along the Old Silk Road?* (six months)
- 2 *Who travelled long distances each day?* (Murat)
- 3 *Who met some local people?* (Ingrid)
- 4 *Who do you think went to the most countries?* (probably Murat)
- 5 *Whose holiday do you think was more expensive?* (probably Murat's)

- e** Tell students that in this activity the emphasis is on communication and not on perfect English. In pairs, students talk about the questions.



LOA TIP MONITORING

- Asking students who perform well in a task to share what they said with the class can provide a realistic and achievable model for students. If you use yourself as a model, this can sometimes set up an unrealistic expectation and a sense of 'Of course I can't do it as well as the teacher.'
- Monitor 1e intensively and identify students who give good, clear arguments for why they think Murat's or Ingrid's trip was best. Allow time for class feedback, during which these students share their ideas with the class. Ask the other students: *Who do you agree with most? Why?*

2 VOCABULARY Transport

- a** Ask students to cover the words in the box and see how many of the kinds of transport in the pictures they already know. Individually, students then match the words with the pictures. Monitor for any problems and clarify these as you check answers as a class. Check students understand that *aeroplane* is the more formal word, but *plane* is more common in everyday English. Explain that a *coach* is similar to a *bus*, but more comfortable and used for longer journeys. Drill the vocabulary.

Answers

- | | |
|---------------------|--------------|
| 1 ship | 5 tram |
| 2 train | 6 ferry |
| 3 coach | 7 helicopter |
| 4 aeroplane (plane) | 8 scooter |

- b** Read through the questions with the students and check they understand the task. Give them one minute to think about answers for the questions before they work in pairs. Monitor, but don't interrupt fluency. Check ideas with the class.

Suggested answers

- do people often use to go on holiday? – aeroplane, coach, ferry, ship, train
- do people normally use to get to work or school? – scooter, train, tram
- are unusual for people to use in your country? / do you normally use? – Students' own answers



FAST FINISHERS

Ask fast finishers to brainstorm other kinds of transport.

- c** Students complete the exercises in the Vocabulary Focus 7A on SB p.166. Play the recordings as necessary and monitor students as they speak. Check other answers as a class. Tell students to go back to SB p.71.

Answers (Vocabulary Focus 7A SB p.166)

- a** 1 d 2 e 3 f 4 a 5 b 6 c
b 1 take 2 miss 3 get off 4 caught 5 took 6 on
c 1 bought, saw 2 a long sound

3 GRAMMAR Past simple: negative

- a** Read the two sentences and complete them as a class.

Answers

- didn't
- want; need

- b** Students check in pairs. Elicit the rule and concept-check the position of the auxiliary verb in relation to the infinitive by asking students: *Which comes first in negative sentences, 'didn't' or the main verb?*

Answer

didn't

4 LISTENING

- a** Discuss the question briefly as a class. Encourage students to justify their decisions as far as possible.
- b** Students listen to the conversation for general meaning and answer the question. Check the answer as a class.

Answer

Hans travelled by train.



VOCABULARY SUPPORT

wheel (A2) – a circular object connected to a car/bus/train, etc. so that it can move

Audioscript

- KLARA** My mum said you went on a Silk Road trip.
HANS Yes, it was a wonderful trip – really fantastic.
K How did you travel?
H By train of course. The only way to go.
K Well, not the only way ... I went there last year and I travelled by train, and by coach, and by bike!
H By bike? Wow!
K Yes, it was great. So where did you catch the train from – Turkey?
H No, no, from Russia – Moscow.
K Russia?
H Yes, it's the best place to catch the train.
- K** But did you go through Central Asia?
H Oh yes – all those wonderful cities: Samarkand, Tashkent, Almaty.
K And did you change trains?
H No – the same train all the way.
K Was it comfortable?
H Very. Just like a hotel on wheels – it had everything I needed.
K Great! And how much did it cost?
H I don't remember exactly. Not too much for a trip like that. About \$25,000.
K \$25,000?
H Well ... that was for everything. The train, the food, everything! It was a great trip. And no bikes!

- c** Students listen to the conversation again for specific details and underline the correct answers. Tell them that for some items they may need to underline more than one word. Students compare in pairs. Check answers as a class.

Answers

- Russia
- Samarkand, Tashkent, Almaty
- no
- \$25,000

- d 2.73 Tell students that now they need to listen for the main ideas expressed by the speakers. Play the recording again for students to decide if the sentences are true or false. When checking answers, ask students to correct the false sentence and, if possible, to justify their answers.

Answers

- 1 T
- 2 T
- 3 F (He says the train was very comfortable: *Just like a hotel on wheels – it had everything I needed.*)
- 4 T

5 GRAMMAR Past simple: questions

- a 2.74 Write the positive sentence: *Hans travelled by train.* (+) on the board. Then write *Hans / travel / boat* (–) on the board and elicit the negative sentence: *Hans didn't travel by boat.* Finally, write *Hans / travel / train* (?) on the board and see if students can form the question: *Did Hans travel by train?* Tell the class that now they are going to look at past simple questions. Individually, students complete the questions in the book. Play the recording for students to listen and check. Check answers as a class.

Answers

- 1 did 2 did 3 Did

- b Students check in pairs. Write the following jumbled question on the board: *you / visit / Turkey / did* ? Ask students: *What's the correct order?* (Did you visit Turkey?) and elicit the rule (*did* + subject + infinitive).

Answer

did

- c 2.74 **Pronunciation** Play the recording and ask students to listen to the pronunciation of *did you*. Elicit that you can't hear both words clearly and that *did you* is pronounced as one word /'dɪdʒə/. Play the recording again for students to listen and repeat. Then drill the questions. Ask students to give themselves a mark for their pronunciation: 3 *Good, people can understand me – no problem!*, 2 *OK, but I need to practise this more!*, 1 *This is very difficult for me!*
- d 2.75 Students read the information in Grammar Focus 7A on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the auxiliary verb correctly. Tell students to go back to SB p.71.

Answers (Grammar Focus 7A SB p.149)

- a 2 didn't take 3 didn't want 4 didn't answer
5 didn't like 6 didn't see 7 didn't get
- b 2 They didn't travel along the Silk Road.
3 We didn't have a good time.
4 The tickets didn't cost a lot of money.
5 She didn't visit China.
6 They didn't stay in hotels.
7 The people didn't speak English, so I didn't understand them.
- c 2 Did (you) start; didn't
3 Did (he) enjoy; didn't
4 Did (they) travel; did
- d 2 How much did the journey cost?
3 How many countries did you visit?
4 Where did you stay?
5 When did you arrive home?

- e 2.76 Tell students that this is a friendly, informal conversation. Individually, students complete the conversation. They then check in pairs. Play the recording for students to listen and check. Check answers as a class.

Answers

- 1 was
- 2 was
- 3 did (you) travel
- 4 cycled
- 5 took
- 6 travelled
- 7 did (you) visit
- 8 didn't go
- 9 did (you) enjoy
- 10 were

6 SPEAKING

- a Tell students that now they can practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Students read the information about their journey (Student As on SB p.130 and Student Bs on SB p.134). They then work in pairs, asking each other about their journeys. Monitor, but don't interrupt fluency unless students make mistakes with the past simple.
- b In pairs, students answer the question. Take feedback as a class. Ask any students who have changed their minds to explain why.

ADDITIONAL MATERIAL

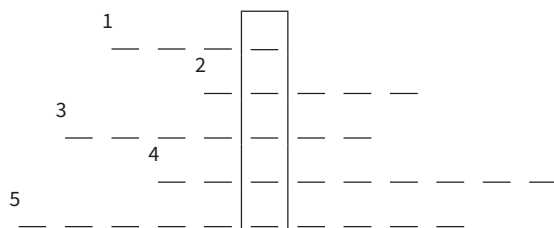
- Workbook 7A
- Photocopiable activities: Grammar p.182, Vocabulary p.188, Pronunciation p.200

7B I love going on the metro

OPTIONAL LEAD-IN

Books closed. Tell students not to look at their books or their notes. Ask students: *What were the eight kinds of transport we learned last lesson?* Elicit the eight words from Lesson 7A orally, but don't let students write anything down. Drill the kinds of transport, but don't check the spelling.

Then draw this puzzle on the board:



In pairs, students complete the puzzle with five kinds of transport from Lesson 7A. Explain that the vertical box is another word for a kind of transport. Check answers as a class by asking students to complete the puzzle on the board or spell the answers out to you. (Answers: 1 tram 2 ferry 3 scooter 4 aeroplane 5 helicopter. The vertical word is 'metro'.)

1 READING

- a** In pairs, students talk about the question. Brainstorm as a class cities that have metros.
- b** Students read the text quickly and match the cities with the pictures. Tell students they should only read the text *Metros around the world*. You may wish to pre-teach the words in the Vocabulary support box. Check answers as a class.

Answers

- a Moscow
- b London
- c Dubai

VOCABULARY SUPPORT

air conditioning (B1) – an automatic system that cools the air in hot weather

deep (A2) – a long way down into the earth

ground (B1) – the level of the streets and roads

statue (B1) – a model usually made of stone and often of a person

steps (B1) – the individual blocks which, when joined together, form 'stairs'

- c** Tell students to read the text again in detail. Individually, students answer the questions. Students compare in pairs. Check answers as a class and ask students to read the sections of the text which helped them answer the questions.

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

- read and understand a webpage with information and reviews
- use a lexical set of transport adjectives correctly
- understand a conversation in which people talk about journeys and give their opinions
- use *love / like / don't mind / hate + -ing*
- talk about the types of transport they use

Answers

- 1 London is old. (*It opened in 1863.*)
- 2 Dubai is new. (*The Dubai Metro opened in 2009.*)
- 3 Dubai has good views. (*... you can see the city really well.*)
- 4 Moscow is famous for its stations. (*Many tourists go to see these wonderful stations.*)
- 5 Dubai has trains with no drivers. (*... there are no drivers.*)
- 6 Students' own answers

- d** Individually, students look at the text again and underline two things that surprise them. They then compare their ideas in pairs. Take feedback as a class to find out what surprised students most.
- e** Ask students: *What do you think people say about the metro in Dubai/Moscow/London?* and elicit ideas, e.g. *It's new/expensive/slow*. If students have visited any of the cities, ask about their experiences. Tell students to read the opinions of people that use the different metros in *Our reviews* and answer the questions. Check answers as a class.

Answers

- 'Amazing': Moscow – stations, fantastic
- 'Loved it!': Dubai – air conditioning, cool, hot
- 'Good but expensive': London – not cheap, crowded
- 'Difficult to find your way': Moscow – Russian, roubles

- f** Show students the five stars for the first review. Ask them to read the review again and ask: *Why did the reviewer give the Moscow Metro five stars?* (e.g. stations are fantastic, trains are good, it's fast and comfortable). Ask students: *Is there a 'correct' answer?* (No). Tell them to work in pairs, read the reviews again and give them between one and five stars. Take feedback as a class and encourage students to justify their answers.

Suggested answers

- 'Loved it!': Dubai *****
- 'Good but expensive': London **
- 'Difficult to find your way': Moscow ***

EXTRA ACTIVITY

Write sentences 1–5 on the board for students to decide if they are true or false. When checking answers, ask students to correct the false sentences.

- 1 *The London Underground isn't a popular way to travel.* (F – The trains are often full and sometimes you can't get on the train.)
- 2 *It's very hot on the Dubai Metro.* (F – It has air conditioning.)
- 3 *The Moscow Metro is very dangerous at night.* (F – There are police at the stations, so it's very safe.)
- 4 *In Dubai, the metro is a great way to travel.* (T)
- 5 *The Moscow Metro is very 'tourist-friendly'.* (F – Everything at the stations is in Russian.)

2 VOCABULARY Transport adjectives

- a Ask students to cover the texts and see if they know any of the words to complete the table. Individually, students then look at the texts and find the opposite adjectives. Don't check answers at this point.

- b **2.77** **Pronunciation** Play the recording for students to check their answers. Play the recording again for students to listen and repeat.

Answers

safe – dangerous
empty – crowded / full
comfortable – uncomfortable
cheap – expensive
clean – dirty

- c Tell students to classify the adjectives in the table as positive or negative. Complete the first two items (positive: *fast*; negative: *slow*) as an example. Individually, students decide if the other words are positive or negative. Check answers as a class by asking students to write the correct answers in two groups on the board.

Answers

Positive: fast, safe, empty, comfortable, cheap, clean
Negative: slow, dangerous, crowded, uncomfortable, expensive, dirty

- d **2.78** Play the recording for students to underline the stressed syllable in each word. Check answers as a class. Model the pronunciation for students to listen and repeat.

Answers

comfortable
dangerous
expensive

- e Divide the class into pairs and ask one pair to read the example. Write: *I don't agree.* in a speech bubble on the board. Ask: *What other expressions do you know to say 'I don't agree'?* and elicit ideas, e.g. *I disagree., I'm not sure.,* and write them on the board. Students work in pairs, making sentences and responding, and taking turns to be A and B. Monitor, but don't interrupt fluency unless students make mistakes with the transport adjectives.

EXTRA ACTIVITY

Work as a class to build up a paragraph on the board for the website citytripper.com about the metro/transport system in the students' own area. Tell students to look for phrases and sentences in the texts on SB p.72 that they can use and adapt for their own city. Tell students that when they do their written work, it is fine to use and adapt phrases from the model texts and elicit sentences from the class, e.g. *The Rome Metro is unusual because it's in a capital city, but it only has two underground lines. There are very old buildings above and below the ground everywhere in Rome so it's very difficult to build metro lines in the centre.*

3 GRAMMAR AND LISTENING

love / like / don't mind / hate + -ing

- a Tell the class how you usually travel when you go to meet a friend, e.g. *I always use public transport because it's fast and cheap.* Discuss the question as a class. Encourage students to justify their decisions using transport adjectives from the previous section.

- b **2.79** Students listen to the conversation for general meaning and complete the table. Check answers as a class. You may wish to pre-teach the word *traffic* (n.) (lots of cars, buses, etc. on the road at the same time).

Answers

	She came by ...	The journey took ...
Svetlana	metro	30 minutes
Alex	car	one hour

Audiocscript

- ALEX** Hi, Svetlana. Sorry I'm late. It was the traffic. So how did you get here?
SVETLANA On the metro, of course.
A Really? Do you use the metro?
S Yes, I love going on the metro, it's so quick. It only took half an hour. Don't you use the metro?
A No, I don't like using the metro, it's so crowded. And it isn't always very clean in the trains. And the stations, they're terrible. So many people.
S Oh, I love the stations. I think they're beautiful. So did you come by car?
A Yes, of course, I go everywhere by car. I like driving in Moscow.
S You like it? But it's always so slow. How long did it take you to get here?
A About an hour, maybe. The traffic was bad.
S But it's always bad. I hate sitting in traffic, it's so boring.
A Oh, I don't mind it, it's not too bad. You can listen to the radio, you can chat to people.
S Well, you must have a very nice car.
A It is quite a nice car, yes, it's very comfortable and big inside.
S Ah.

- c **2.79** Tell students that now they need to listen for Svetlana and Alex's specific opinions on the different kinds of transport. Play the recording again for students to complete the table. Students compare in pairs. Check answers as a class.

Answers

	Svetlana thinks	Alex thinks
the metro is ...	quick	crowded
the stations are ...	beautiful	terrible
driving is ...	slow	not too bad
Alex's / Her car is ...	–	quite nice, very comfortable and big inside

- d 2.80 Tell students to close their books. Write: *I ... going on the metro.* on the board and ask students: *Can you remember what Svetlana said? (love)* Then ask students: *What's the opposite of 'love'? (hate).* Tell students that they are going to look at verbs of preference in detail. Students look at the sentences in their books and try to complete them. Play the recording for students to listen and check. Check answers as a class.

Answers

- 1 love
- 2 don't like
- 3 love
- 4 like
- 5 hate
- 6 don't mind

- e Students then match the verbs in 3d with the meanings. Check answers as a class.

Answers

- 1 love
- 2 hate
- 3 don't mind



LOA TIP CONCEPT CHECKING

- Draw emoticons on the board and ask students to write the five answers to 3d next to them to check they understand the meaning:
 - 😊😊😊 (love)
 - 😊 (like)
 - 😐 (don't mind)
 - 😞 (don't like)
 - 😞😞😞 (hate)
- Ask students: *What kinds of word can come after 'love', 'like', 'don't mind' and 'hate'?* Students look at the examples in 3d and elicit the possibilities: *the '-ing' form or a noun/pronoun.*



CAREFUL!

When verbs of preference are followed by a verb, students are likely to use the wrong form for the second verb. They may use the infinitive without *to*, e.g. ~~*I hate use ...*~~ (Correct form = *I hate **using** public transport.*), or they may use the infinitive with *to*, e.g. ~~*I love to go ...*~~ (Correct form = *I love **going** by car.*). Note that the second form is in fact acceptable and used by native speakers in certain circumstances. However, at this level students should always use the *-ing* form as the difference in meaning between the verb followed by the *-ing* form or by the infinitive with *to* is complicated. Some students may add the *-ing* form to the verb of preference when it isn't followed by another verb, e.g. ~~*Having cars.*~~ (Correct form = *I **love** cars.*)

Students may also start to overuse *like* and use it instead of *would like*, e.g. ~~*I like travelling ...*~~ (Correct form = *I **would like** to travel on the Silk Road.*)

- f 2.81 Students read the information in Grammar Focus 7B on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using *-ing* forms after the verbs where necessary and spelling them correctly. Tell students to go back to SB p.73.

Answers (Grammar Focus 7B SB p.149)

- a 2 driving 3 walking 4 getting 5 flying 6 relaxing
7 being 8 having 9 speaking 10 sitting 11 standing
12 staying 13 running 14 trying 15 using 16 agreeing
- b 1 He doesn't mind cooking. He doesn't mind getting pizza. He loves trying new food.
2 Lisa likes eating in restaurants. She hates cooking. She doesn't like getting pizza. She loves trying new food.
- c Students' own answers

4 SPEAKING

- a Individually, students choose three kinds of transport from the list.
- b Read through the instructions with the students and check they understand the task. Give them one minute to make notes and help with vocabulary if necessary.
- c In pairs, students tell each other their ideas and find out how similar they are. As you monitor, don't interrupt fluency, but note any problems with pronunciation and write down any mistakes with *love / like / don't mind / hate + -ing*. After the activity, write these on the board and ask students to correct them.



FAST FINISHERS

Ask fast finishers to work together in their pairs and complete the sentence: *I ..., but (my partner) ...* in as many ways as possible using information they learned about their partner in 4c, e.g. *I don't like taking the plane, but Sophia loves it!*

ADDITIONAL MATERIAL

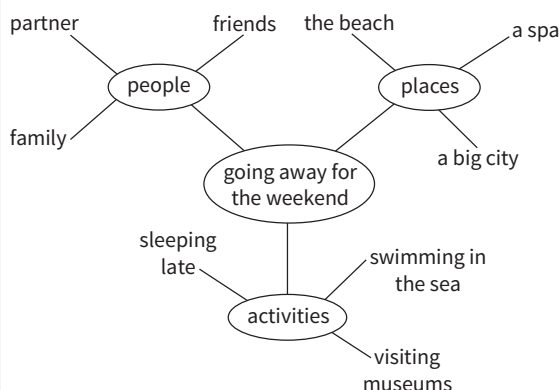
- Workbook 7B
- Photocopiable activities: Grammar p.182, Vocabulary p.189, Pronunciation p.200

7C Everyday English

Excuse me, please

OPTIONAL LEAD-IN

Books closed. Write *going away for the weekend* in the centre of the board. Ask students: *What does 'going away' mean?* (go and stay in a place away from your home). Create a word map on the board by drawing a circle around *going away for the weekend* and adding three lines. At the end of the lines write: *places*, *activities* and *people*. Elicit places to go, e.g. *the beach*, *a spa*, *a big city*; typical activities, e.g. *swimming in the sea*, *visiting museums*, *sleeping late*; people to go with, e.g. *friends*, *family*, *partner*, and add them to the word map.



In pairs, students add more vocabulary to the word map. Take feedback as a class and add their ideas to the word map on the board. Leave the word map on the board for students to refer to in 1a.

1 LISTENING

- a** Discuss the questions as a class. If you used the Optional lead-in, remind students that they can use the vocabulary on the board.
- b** Tell students to look at picture a and ask them what they can see. They then work in pairs, answering the questions. Ask some students to tell the class their ideas, but don't tell them if they are right or wrong.
- c** Play Part 1 of the video or the audio recording for students to listen and check their answers to 1b. Check answers as a class.

Answers

- Annie is at the train station.
- She runs into the woman.
- a Annie says 'I'm so sorry!'
b The woman says 'Watch out!'

Video/Audioscript (Part 1)

ANNOUNCEMENT The train at platform 3 is the 11.50 for Bristol.

ANNIE Oh no!

PASSENGER Watch out!

A I'm so sorry.

P That's all right.

- d** Tell students to look at picture b and read through the questions as a class. They then work in pairs, answering the questions. Ask some students to tell the class their ideas, but don't tell them if they are right or wrong.

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

- understand informal conversations in which people say excuse me and sorry and talk about where they are travelling to
- use appropriate phrases to say excuse me and sorry
- emphasise what they say appropriately
- use appropriate phrases to show interest during a conversation
- maintain an informal conversation in which they apologise about something and show interest

- e** Play Part 2 of the video or the audio recording for students to listen and check their answers to 1d. Check answers as a class.

Answers

- They are on a train.
- Students' own answers
- b

Video/Audioscript (Part 2)

LEO Excuse me. Excuse me, please. ... Excuse me, but I think this is my seat. I booked it online.

ANNIE Oh. I'm very sorry.

L Annie!

A Leo! I'm sorry I took your seat. I just sat down. I didn't check. I'm really sorry.

L No problem!

A Um. Your seat.

L No, no, you have the seat.

A But you booked it.

L It doesn't matter. It's yours now.

A Thank you.

L I can sit here.

- f** Students watch or listen again for specific details. Play Part 2 of the video or the audio recording again for students to underline the correct answers. Check answers as a class.

Answers

- Leo
- Annie
- Leo

2 USEFUL LANGUAGE

Saying excuse me and sorry

EXTRA ACTIVITY

Write *Excuse me, please.* and *I'm sorry!* in two speech bubbles on the board. Walk around the class and mime accidentally bumping into a student with your elbow. Look horrified, point to your mouth and to the two phrases on the board to elicit which you should use (*I'm sorry!*). Then try to reach a part of the classroom that you can't get to because a student is in the way. Look frustrated, gesture for the student to move and point to the phrases again to elicit which one you should use (*Excuse me, please.*). Tell students that now they're going to look at how to say *excuse me* and *sorry*.

- a** Individually, students match the phrases with the meanings. Check answers as a class.

Answers

- b
- a

- b** Play the recording and highlight the intonation for students.

- c Discuss the questions as a class and check students are clear about the two different uses of *Excuse me*. Drill the phrases, completing the first one appropriately, e.g. *Excuse me, but I don't understand*.

Answers

a Excuse me, but ... b Excuse me, please.

- d Elicit the rule as a class. Make sure students understand the position of *very*, *really* and *so* in the expression by writing: *I'm very/really/so sorry*. on the board with *very/really/so* underlined, circled or in a different colour.

Answer

You put *very*, *really* and *so* before *sorry*.

- e 2.85 Students match the pairs of sentences. Play the recording for students to listen and check. Check answers as a class. Ask students to underline *very*, *really* and *so* in the sentences to help them remember the position.

Answers

1 e 2 c 3 b 4 a 5 d

- f If you used the Extra activity earlier, once again mime accidentally bumping into a student with your elbow. Say *I'm sorry!* and gesture to elicit a response from the student. Students then think about which replies are correct to use when someone apologises. Check answers as a class.

Answers

- 1 ✓ That's all right. 5 ✓ It doesn't matter.
2 ✓ That's OK. 6 ✓ Don't worry.
3 ✓ No problem.

- g 2.86 Tell students to work individually and order the sentences to make two short, separate conversations. Play the recording for students to listen and check. Check answers as a class.

Answers and audioscript

Conversation 1

- b A Excuse me, but I think that's my coat.
c B Is it? I'm so sorry. I took the wrong one.
a A No problem. They all look the same.

Conversation 2

- f A Excuse me, but I think this is my seat.
e B Oh dear. I'm very sorry. I thought this was number 35.
d A Don't worry. The seat numbers are hard to read.

- h In pairs, students practise the conversations. Monitor and correct students' pronunciation as appropriate. Then elicit an indication of students' confidence level for saying excuse me and sorry.

3 PRONUNCIATION

Emphasising what we say

- a 2.87 Play the recording and highlight the stress for students.
- b Individually, students choose the best answer. Check the answer as a class.
- Answer**
2 We want to sound more sorry.
- c Students work in pairs, practising saying the sentences in 3a. Monitor and correct students' pronunciation as appropriate.



LOA TIP DRILLING

- Before students work together in 3c, drill the sentences in 3a to check they are emphasising *very/really/so* and *sorry* and giving the other underlined words enough stress.
- Model the very weak pronunciation of /I'm /ə'm/ in isolation and make sure students don't start to over-emphasise it once they start to practise at sentence level. This is particularly important for students whose L1 is a 'syllable-timed' language (e.g. French, Chinese, Spanish), as they are more likely to try and give each syllable equal weight. In contrast, students whose L1 is a 'stress-timed' language (e.g. Portuguese, Russian, Arabic) will probably have fewer problems with the pronunciation.

4 CONVERSATION SKILLS

Showing interest

- a 2.88 Read through the sentences as a class. Then play Part 3 of the video or the audio recording for students to decide if they are true or false. When checking answers, ask students to correct the false sentences.

Answers

- 1 F (Annie is on her way to Bristol and Leo is on his way to Reading.)
2 F (Annie is visiting her mum in Bristol.)
3 T

Video/Audioscript (Part 3)

- ANNIE** Are you on your way to Bristol?
LEO No, Reading. I went to university there.
A Really?
L You?
- A** Bristol. For the weekend.
L To see ... a friend?
A A friend? No, no, my mum lives there. I go to see her every month.
L Great!

- b 2.88 In pairs, students look at the two extracts and try to remember which two words aren't correct. Check all students have the correct answers by playing the video or the audio recording again and asking students to shout *Stop!* when they hear the different words.

Answers

- ANNIE** Right. Really?
LEO Oh. Great!

- c Discuss the question as a class. Remind students that an important part of communication is showing that we are interested in what other people are saying.

Answer

- 2 to show they are interested



LANGUAGE NOTES

Some students may feel uncomfortable using what seems to them to be exaggerated intonation patterns for interjections such as *Great!* and *Really?*

To help students understand the importance of showing interest, drill the conversations in 4b with flat, bored intonation and use *Oh.*, rather than *Great!* and *Really?*. Ask students how they would feel if someone talked to them in that way. Then drill the conversation again, this time with *Great!* and *Really?* and the intonation patterns in 2b. Ask students which conversation they would prefer to be part of.

- d **2.89** **Pronunciation** Play the recording and highlight the vowel sounds for students. Check answers as a class.

Answers

- 1 No, they don't.
- 2 The sounds are short: *Great!* /eɪ/, *Really?* /ɪə/.

5 SPEAKING

- a Tell students that they can now practise using all the language from the lesson with a partner. Check students understand the dialogue map before they start. In pairs, students take turns to be A and B. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.
- b In pairs, students practise new conversations using different reasons for being late. Remind students to be careful to use the correct intonation, and to use the phrases for emphasising and showing interest. Nominate a few pairs to perform their conversations for the class.

FAST FINISHERS

Ask fast finishers to practise additional conversations based on their own ideas, e.g. *someone waiting at an airport to meet a friend, a work colleague apologising for arriving late at a meeting.*

ADDITIONAL MATERIAL

- ▶ Workbook 7C
- ▶ Unit Progress Test
- ▶ Personalised online practice

7D Skills for Writing

It really is hard to choose

OPTIONAL LEAD-IN

Books closed. Write the following question on the board: *What makes a house a home?* Give students a few ideas, e.g. *a cat or a dog; a comfortable sofa and a big TV; a nice garden.* Students work in small groups to think of ideas. Take feedback as a class and write their ideas on the board.

Ask students: *Do you stay in other people's houses? When? Why?* and elicit some answers, e.g. *at a friend's after a night out*, etc. Pre-teach: *stay with a homestay family* (be with a family in their house while a person does a course) and find out if any students are staying or have ever stayed with a homestay family. If they are/have, ask them to tell the class about their experiences.

Tell students that they can use the ideas and useful language from this activity to help them with their writing later in the lesson. Give them time to note down any new words or expressions. Alternatively, if you have an interactive whiteboard, save the vocabulary brainstorm for students to refer back to later in the lesson.

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

- understand a person discussing with a friend which homestay family he would prefer to stay with
- understand an email in which someone introduces him/herself
- link ideas using *after*, *when* and *while*
- write an email introducing themselves to a homestay family

1 SPEAKING AND LISTENING

- a Individually, students choose three ideas from the list. They then compare their ideas in pairs.
- b Students work in pairs, read the profiles and answer the questions. Monitor, but don't interrupt fluency. Take feedback as a class and find out which family is more popular and why.

EXTRA ACTIVITY

Students work individually using the profiles in 1b to create a 'Homestay family profile' for their own family. When students have completed their profiles, collect them in. Divide the class into small groups and give each group an equal number of profiles. Students discuss which of the profiles would be the most attractive for a foreign student coming to their country to study. If students are not comfortable talking about their own family situation in class, tell them to invent the information in their profile.

- c **2.90** Students listen to the conversation for general meaning and answer the question. Play the recording and check the answer as a class.

Answer

No, he doesn't.

Audioscript

- AHMED** So here are the photos and the profiles of the families I can choose from.
- FINN** Hmm, OK. So two very different kinds of families.
- A** Yes, it's difficult to decide.
- F** Well, both families look very friendly.
- A** Yeah, they do.
- F** And the Conways look very kind.
- A** But maybe a bit quiet?
- F** Mm, maybe. Look, the Philips like doing sport – swimming, surfing – that kind of thing.
- A** Yeah, but I don't like going to the beach much. I prefer playing football.
- F** You mean soccer. In Australia we say soccer, not football.
- A** Oh, of course, I forgot.
- F** And, I have to say, in Australia soccer isn't so popular. Everyone loves rugby.
- A** But the Conways like watching any sport so maybe I can watch soccer with them. That'd be nice.
- F** Yeah, that's true. But you like listening to music, don't you?
- A** Yes, I do.
- F** And the Philips like listening to music too.
- A** I'm not sure about children.
- F** Children are fun.
- A** Yes, but maybe not so quiet...
- F** No, not if you want to study.
- A** And I really want to study a lot.
- F** You also need to think about transport. It's quite expensive in Sydney.
- A** So I can save money if I stay at the Conways?
- F** Yeah, you probably can. You can walk everywhere.
- A** It really is hard to choose.
- F** It sure is. But you're the only person who can decide!

- d** **2.90** Students listen to the recording again for specific details and tick the true phrases. They compare in pairs. Check answers as a class.

Answers

- 2 ✓ likes watching sport
- 3 ✓ likes listening to music
- 6 ✓ wants to study hard
- 7 ✓ likes playing football

- e** Students work in pairs, talking about which family is good for Ahmed and why. Monitor, but don't interrupt fluency. Ask some students to share their ideas with the class. Encourage students to justify their decisions as far as possible.

FAST FINISHERS

Ask fast finishers to list all the personal information they know about Ahmed, e.g. *Ahmed likes playing football / listening to music*. When they finish 2b, they check what extra information in the email isn't on their lists.

2 READING

- a** Tell students that Ahmed thinks it would be a good idea to send an email to the Conways. Students read the email quickly and tick the main reason he writes to them. Check the answer.

Answer

- 3 ✓ to tell them about himself

- b** Tell students to read the email again in detail. Individually, students number the information in the order they find it. Encourage students to guess the meaning of any new words from the context. Check answers as a class.

Answers

- | | |
|---------------------|--------------------|
| 1 his hometown | 3 his hobbies |
| 2 his family's jobs | 4 his future plans |

3 WRITING SKILLS

Linking ideas with *after*, *when* and *while*

- a** Ask students to identify the word in each sentence which is different from Ahmed's email. They then check their own answers by looking back at the email. Check answers as a class.

Answers

- 1 while (*when* in the email)
- 2 when (*after* in the email)
- 3 after (*when* in the email)
- 4 When (*While* in the email)

- b** Individually, students complete the rules. Check answers as a class.

Answers

- 1 while
- 2 after
- 3 beginning

CAREFUL!

A common learner error is to use *will* after *after/when/while*. Although students have not yet studied the future form on this course, it is something they may well have learned in the past and may transfer to this structure, e.g. *When I will be ...* (Correct form = *When I'm in Sydney, I want to ...*), *I want to be a teacher after I will finish ...* (Correct form = *I want to be a teacher after I finish university*). When students are writing their email, monitor to make sure they don't make this mistake.

- c** Students read the sentences and underline the correct words. Students compare in pairs. Check answers as a class.

Answers

- 1 After/When
- 2 when/while
- 3 after/when
- 4 After/When
- 5 when/while

4 SPEAKING AND WRITING

LOA TIP ELICITING

- Elicit some English-speaking countries as a class, e.g. Australia, Canada, New Zealand, the UK, the USA, etc. by projecting the countries' flags in turn onto the board.
- Alternatively, draw a rough world map on the board. Point to the different countries and ask: *What country is this?* and *How do you spell that?*

- a** Use the LOA Tip – Eliciting above to elicit some English-speaking countries as a class. Alternatively, ask students to work in pairs and brainstorm English-speaking countries. Take feedback as a class and collate students' ideas on the board. If you wish, give students information from the Culture notes on the next page.


Suggested answers

Australia, Canada, New Zealand, the UK, the USA



CULTURE NOTES

In answer to 4a, students may suggest countries which might not exactly be considered 'English-speaking' but which, nevertheless, have English either as an official language or which have a very large number of English speakers. The USA has more people who speak English as a first language than any other country. India is the second country, although the majority of people speak English as a second language. Other countries with a significant number of English speakers include Pakistan, Nigeria and the Philippines. English is now an official language in nearly 100 countries.

- b**  Give students one minute to think about which country they would like to visit and why. In pairs, students discuss the countries in 4a. Ask some students to share their ideas with the class. Encourage them to justify their decisions as far as possible.
- c** Students plan their email, working individually. Tell them to use the ideas from the lesson and the linking words *after*, *when* and *while*. Monitor and help with vocabulary and feed in more ideas if necessary. If you're short of time, 4c–d can be completed for homework. Students could then bring their email to the next class.

- d** Read through the checklist with students before they start writing their email. Tell them to make sure they tick each box in the checklist. Students write a first draft of their email.
- e** Remind students of the importance of checking their work carefully before handing it in. In pairs, students swap emails and check that their partner has included all the ideas in 4d. They then give each other feedback. If they have missed any of the points, they prepare a second draft of their email and make sure all areas are covered.

ADDITIONAL MATERIAL

► Workbook 7D

UNIT 7

Review and extension

1 GRAMMAR

- a** Individually, students complete the text. They then check in pairs. Check answers and spelling as a class by asking individual students to write the correct answers on the board.


Answers

- | | |
|---------------|----------------|
| 1 called | 6 was |
| 2 didn't come | 7 landed |
| 3 took | 8 arrived |
| 4 was | 9 asked |
| 5 waited | 10 didn't have |

- b** Students look at the example and then complete the questions. Check answers as a class and drill the questions.

Answers

- | | |
|-----------------------------|--------------------------|
| 2 How did you travel? | 5 How long did you stay? |
| 3 Did you have a good time? | 6 Was it hot? |
| 4 Where did you stay? | |

- c**  Give students one minute to choose a place they've visited and think about the answers to the questions in 1b. In pairs, students take turns to ask and answer the questions.

- d** Students complete the sentences, working individually. Check answers as a class.

Answers

- 2 Clare/She hates listening to Mozart.
- 3 Clare/She doesn't mind taking the metro.
- 4 Clare/She doesn't like watching football.
- 5 Clare/She likes speaking French.



EXTRA ACTIVITY

Give students a spelling test using regular and irregular past simple forms and *-ing* forms. Test students on words which you've noticed they often have problems with. Alternatively, give each student a small slip of paper and ask them to write down one past simple or *-ing* form that they find difficult to spell. Collect the papers in and use these words for the test. Check answers by asking individual students to write the words on the board.

2 VOCABULARY

- a** Individually, students complete the words. They then compare in pairs. Check answers as a class.

Answers

- | | |
|--------------|-----------|
| 2 train | 5 coach |
| 3 ship | 6 scooter |
| 4 helicopter | |

- b** Students correct the sentences. Check answers and spelling as a class by asking individual students to write the correct answers on the board.

Answers

- | | |
|-----------------|-------------|
| 2 dirty | 5 dangerous |
| 3 uncomfortable | 6 expensive |
| 4 fast | |

3 WORDPOWER *get*

- a** Tell students to close their books. On the left of the board, in a vertical column, write: *arrive, become, bring, receive, take* and *travel on*. Draw an = sign in the centre of the board and ask students: *Which word can mean all of these?* and elicit *get*. Write *get* in a circle on the right of the board. Students open their books and match the questions and answers. Check answers as a class.

Answers

- 1 d 2 e 3 a 4 b 5 c

- b** Students read the verbs and match them with the answers with *get* in 3a. They then check in pairs. Check answers as a class.

Answers

- 1 d 2 c 3 e 4 a 5 b

- c** Individually, students read the story and think about what happened next. Ask some students to share their ideas with the class. They then identify the meanings of *get* in the story. Check answers as a class.

Answers

- 1 Students' own answers
2 a 2 receive b 5 take or bring c 3 travel on d 4 arrive
e 1 become

- d** Tell students to classify the phrases in the box according to the meaning of *get*. Complete the first two items as an example. Ask: *What does 'get' mean in 'get angry'?* and elicit *become*. Then ask: *Which two phrases in the box can we use with 'become'?* and elicit *old* and *better*. Individually, students match the phrases with 1–5. Check answers as a class and elicit the meanings of *get*.


Answers

- 1 get old, get better (= become)
- 2 get a phone call, get an email (= receive)
- 3 get a taxi, get the train (= travel on)
- 4 get to the airport, get to school (= arrive)
- 5 get a glass of water (= take or bring)

- e** Give students one or two examples about yourself using *get* and the phrases in 3d, e.g. *I never get angry with my students!*, *I got an email from my cousin in New Zealand yesterday.*, before students write sentences about their life. Monitor and help as necessary. Point out errors for students to self-correct.

Answers

- Students' own answers

- f**  In pairs, students tell each other their sentences and find out how similar they are.



FAST FINISHERS

Ask fast finishers to complete the sentence: *We both ...* in as many ways as possible using information they learned in 3f, e.g. *We both get the train home in the evening.*

Photocopiable activities: Wordpower p.194



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.