

10

Travel & Transport



Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

multiple matching, looking for examples of general ideas

words related to travel and transport, phrasal verbs, prepositions, word formation

reported speech: statements, questions, commands & requests, reporting verbs

multiple choice, eliminating options you know are wrong to help you identify the correct answer

choosing the best option, talking about travel and transport, evaluating options

essay, giving a relevant opinion, using the opposing viewpoint to strengthen your own opinion

Unit Opener (SB page 121)

• Ask students to imagine that you have travelled forward in time from antiquity and know nothing about modern means of transport. Ask them to tell you about which means of transport are available to them (*buses, planes, cars, etc*) and to compare them with the forms you are familiar with (*horses, chariots, ships, etc*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to work in pairs to complete the task before checking answers as a class.
- Check pronunciation by saying each of the monuments to the students and asking them to repeat after you. Correct where necessary.
- Ask students if they have visited any of the monuments in the picture.

Answers

Leaning Tower of Pisa, Italy
The Elizabeth Tower ('Big Ben'), London
Statue of Liberty, NYC
Sydney Opera House, Australia
Eiffel Tower, Paris

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss their choices in pairs. Remind them to explain why the places and monuments appeal to them.
- Monitor and help with vocabulary and grammar if necessary, but do not interrupt fluency.
- When students have finished discussing their lists with their partner, they can tell the rest of the class about the places or monuments they would like to visit.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students what they think a cultural icon is and to think about cultural icons that represent their country.
- Students work in pairs before checking answers as a class.

Suggested answers

- 1 Vespa, Italy
- 2 sombreros, Mexico
- 3 matreshka dolls, Russia
- 4 paella, Spain
- 5 boomerang, Australia
- 6 Chinese New Year dragon, China

Background information

Vespa is an Italian brand of scooter manufactured by the Piaggio company. The name means 'wasp' in Italian because of the noise the scooter makes.

The *sombrero* is a wide-brimmed hat. It was designed with a wide brim to provide protection from the sun in hot climates.

Matreshka dolls are a set of wooden dolls of decreasing size that are placed one inside the other. The first set was made in Russia in 1890.

Paella is a traditional Spanish rice dish that is popular throughout the world. The name 'paella' means 'pan' and the dish is cooked in a very large round pan.

The *boomerang* is a curved wooden throwing tool. It is designed to return to the thrower after it has been thrown, and is used by Australian Aborigines for hunting.

Chinese New Year dragons are a symbol of China. They are traditionally associated with power, strength and good luck.

TOP TIP

Some topics lend themselves to project work. When this is the case, try to involve your students in a class project that they will surely benefit from. In this unit, students have looked at cultural icons and you could expand the discussion into a class project where different groups prepare an information sheet on a national cultural icon.

Let's talk about it!

- What is the longest distance you have travelled? Where did you go?
- What can you learn from travelling?
- If you could go anywhere right now, where would you go? Why?

DVD 10

Summary of DVD 10: The video is titled 'Statue of Liberty – 10 Amazing Facts.' The ten facts are:

- * Its initial colour was reddish-brown and it turned green only after oxidation.
- * The Statue was partly designed by Gustave Eiffel, who also designed the Eiffel Tower.
- * The ship carrying the Statue from France to America nearly sank in rough seas.
- * The original 1886 torch was replaced with a new one in 1984.
- * The Statue's waist is 35 feet wide (over 10 metres).
- * The date on the tablet is July 4th, 1776, commemorating America's Declaration of Independence.
- * The Statue ineffectively served as a lighthouse for many years.
- * Strong winds can make the torch sway as much as 5 inches (almost 13 cm).
- * The Statue's seven spikes represent seven continents and seas.
- * The weight of the Statue is 450,000 pounds (more than 200,000 kgs).

DVD link: <https://www.youtube.com/watch?v=MfK4qASLgE>

Answers

Gustave Eiffel was involved in designing the statue. He also designed the Eiffel Tower in Paris, France.

Reading (SB pages 122-123)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the reasons for travelling and explain anything they don't understand. Remind them to tick the answers that are true for them and to tell a partner what they like best about travelling.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary if necessary.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to think about the kind of tourists that visit their country and what they come to see.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary if necessary.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students if they have heard the term 'hipster' before.
- Read the definition of 'hipster' to the class and invite suggestions as to what kind of places a hipster would enjoy visiting (*alternative, avant garde, indie, etc.*). Explain to students that according to Wikipedia,

hipsters are 'typically white millennials living in urban areas. They are broadly associated with indie and alternative music, varied non-mainstream fashion (including vintage and charity shop clothes), generally progressive political views, organic and artisanal foods, and alternative lifestyles. Hipsters are typically described as affluent or middle class young Bohemians who reside in up-and-coming neighbourhoods.'

- Ask students where hipsters in their country go.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answers as a class.

Answers

bicycles, ferry, trams

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in a multiple-matching task, the questions are often more general than the texts because they tend to summarise information. Tell students they should look in the texts for examples of the general ideas.
- Refer students to Question 7 and ask them to look for the answer in the text. Once the answer has been checked, point out that 'two different social groups' is more general than 'rich and poor', which specifically states which social groups.

Answer

The rich and poor

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Remind students to look in the texts for examples of the general ideas expressed in the questions.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1C** ... this city on the Yarra River has repeatedly won the title of 'the world's most liveable city'.
- 2D** This is the London you won't find in the guidebooks ...
- 3B** Tokyo ... hustle and bustle of this huge metropolis ... is absent in the Shimokitazawa neighbourhood, which is fairly quiet.
- 4A** City authorities say there are over 600,000 bikes in Amsterdam ...
- 5B** Most streets are pedestrian-only ...
- 6D** ... for many people the dirt is part of the attraction. →

- 7C** *There's also an interesting mix of rich and poor ...*
8A *To get there, take the ferry in the direction of the NDSM Wharf and disembark in the creative hotspot of Amsterdam.*
9D *Visit Boxpark, a temporary shopping area ...*
10A *... stay at the Amstel Botel – a quirky hotel on a boat.*

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that the words they must circle are in the article and ask them to find and underline them.
- Explain that when they don't know the meaning of a word, they can often work it out by looking at the sentence it is found in.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------------------|-------------------|
| 1 inner-city | 4 track |
| 2 hustle and bustle | 5 watching |
| 3 trip | 6 concrete |

7

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to answer the questions in the quiz.
- Check answers as a class.

Answers

- 1C** Many of the nearly one million flights a year are domestic flights from within the United States.
2A The Trans-Siberian Railway connects Moscow with the Russian Far East and the Sea of Japan. It is 9,289 km long.
3C KLM, 1919; Qantas, 1920; Aeroflot, 1923
4B In 2013, China had nearly 95 million outbound travellers.

▶ EXTENSION ACTIVITY

Role play. One student is a tourist who would like some recommendations on places to visit in your country. Their partner is a local person who will give the tourist some suggestions about where to go and what to see, explaining why.

a-z Vocabulary 1 (SB page 124)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before

checking as a class.

- Once the answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- monument
- statue
- wharf
- gallery

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to tell you about any famous landmarks in their city or country.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Do the first item as a class. Ask students to look at it and elicit that the words with similar meanings are *metropolis* and *city*. Then ask a student to explain the difference between the two.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline:

- 1** metropolis: capital city of or most important city in a country
city: large town
- 2** interest: the feeling of wanting to know or learn more about something or someone
passion: the feeling of extreme enthusiasm for something or someone
- 3** cool: fashionably attractive or impressive
hip: very trendy
- 4** vintage: old and of good quality
antique: collectable because it is attractive, valuable, rare and usually over 100 years old
- 5** unique: remarkable, special and unlike anything else
quirky: unusual and unexpected
- 6** district: area of a country or a city characterised by a particular feature or activity
area: part

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Explain to students that the pairs of words are connected in some way and ask them to tell you how they are connected (*the pairs in 1 and 2 are opposites; the pairs in 3 and 4 are similar*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 disembark b
board a
- 2 take off a
touch down b
- 3 cruise b
voyage a
- 4 bus a
coach b

▶ EXTENSION ACTIVITY

Ask students to use the words from 3 to describe places in their country. They do not need to use two words per sentence as in the task.

Extra Task (for early finishers)

See photocopiable material on page 154.

⚙ Grammar 1 (SB page 125)

Before you read the Grammar box

- Revise reported speech. Ask a strong student to explain the difference between direct speech and reported speech (*direct speech is the exact words we speak; reported speech is what we use when we repeat someone's words*).
- Explain that reported speech covers statements, questions, commands and requests.
- Remind students that certain changes take place in reported speech, but do not go through the changes at this stage.

1

- Read through the grammar theory with the class.
- Remind students that when a question begins with an auxiliary verb, we use *if* or *whether* in the reported question. It may be easier for students to understand this if you explain that questions requiring a *yes* or *no* answer use *if/whether* in the reported question. Also point out that there are no question marks at the end of a reported question, and that the syntax follows that of a statement, not a question.
- Write these statements and questions on the board and ask individual students to come to the board and write the reported form.

- 1 'Are you here on a holiday?' she asked. (She asked *if/whether I/we were there on a holiday.*)
- 2 'I can change these tickets,' said Bob. (Bob said (that) he could change those tickets.)
- 3 'We will be leaving tomorrow,' Kim told me. (Kim told me (that) they would be leaving the following day.)
- 4 'How far did you walk?' he asked. (He asked how far I/we had walked.)

- Read out these commands and requests, and ask students to write down the reported forms.

- 1 'Show me your visa,' he said to me. (He told me to show him my visa.)
- 2 'Please don't feed the animals,' she said to us. (She asked us not to feed the animals.)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the sentences and explain anything they don't understand.

- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a say, tell*
 - b ask
 - c tell, ask
- * in any order

Read 10.1-10.3 of the Grammar Reference on pages 173-174 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the words and tenses that change.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1b 2a 3a 4a 5b 6b 7b 8a

▶ EXTENSION ACTIVITY

Ask students to write a statement, a question, a command and a request of their own. When they are ready, ask them to swap with a partner who must write the reported forms. Students check each other's work before reading out their sentences to the class.

Extra Task (for early finishers)

See photocopiable material on page 154.

Ⓐ-2 Vocabulary 2 (SB page 126)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 run away
- 2 showed up
- 3 go through with
- 4 made out
- 5 pulled away

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the

phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in sentences.

- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- 1 go off
- 2 show off
- 3 make for
- 4 run out
- 5 pull over

Example sentences:

- 1 Helen's not here; she **went off** to buy a magazine to read on the plane.
- 2 Ollie's been **showing off** about his holiday to Disneyland to all his friends. He's so excited!
- 3 It's getting hot now, so I suggest we **make for** the shade of those trees.
- 4 I need to go to the bank because I've **run out** of Australian dollars.
- 5 **Pull over**, Dad. I'm going to be sick!

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to pay attention to the words before and after the prepositions in order to work out which preposition is correct.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------|------|
| 1 of | 4 of |
| 2 in | 5 in |
| 3 in | 6 of |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must work out what the prefixes in bold mean, using the words in the orange box.
- Ask students to read the words and the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|---------|
| 1 too much | 3 above |
| 2 not enough | 4 below |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Remind them that the prefixes *over* and *under* can mean *too much*, *not enough*, *above* or *below*.
- Ask students to read the sentences and explain anything they don't understand.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|---------|
| 1 over | 4 over |
| 2 under | 5 under |
| 3 under | 6 over |

▶ EXTENSION ACTIVITY

Ask students to work in pairs and think of some other words that can take the prefixes *over* and *under*.

Extra Task (for early finishers)

See photocopiable material on page 154.

Grammar 2 (SB page 127)

Before you read the Grammar box

- Revise reporting verbs. Ask students to tell you some verbs other than *say* and *tell* which can be used to report speech. Write them on the board. Elicit that reporting verbs show the function of a sentence.

1

- Read through the grammar theory with the class.
- Point out that there are a number of reporting verbs and that these are followed by different verb forms (structures) such as gerunds and infinitives.
- Write these prompts on the board and ask students to form sentences with the correct form after the verb and to include any other words that are needed.
 - 1 *he / demand / see / the manager* (He demanded to see the manager.)
 - 2 *they / explain / me / they / be / tourists* (They explained to me that they were tourists.)
 - 3 *she / apologise / be late* (She apologised for being late.)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the sentences and explain anything they don't understand.
- Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

- a to boil
b stealing
- Suggested answers
Followed by full infinitive:
agree
order
Followed by gerund form:
deny
suggest

Read 10.4 of the Grammar Reference on pages 174-175 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|-------------|
| 1 advised | 4 denied |
| 2 accused | 5 reminded |
| 3 begged | 6 suggested |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the structures that follow the verbs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- making me miss my flight
- to take a bag on the plane for me
- that the main building had been completed in 1147
- to carry my luggage for me
- to pay for my trip to Bali
- us that we would travel overland to Vienna
- to see inside my handbag
- touching the antique vase

▶ EXTENSION ACTIVITY

Students work in pairs. They choose a reporting verb from the Grammar Reference and their partner must use the verb in a reported statement. If the statement is grammatically incorrect, the first student must correct it. Students swap roles and continue until they have had three turns each.

Extra Task (for early finishers)

See photocopyable material on page 154.

🎧 Listening (SB page 128)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify the wrong statements and explain why they are wrong. Explain that this technique of elimination can help them if they are having trouble choosing the right answer.
- Ask students to read the statements and explain anything they don't understand.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.

- Play the recording again if necessary, and check answers as a class.

Answers

- Wrong. He imports clothes. (*I import clothes and accessories*)
- Wrong. He says *mainly*, not *only*. (*mainly China and India*)
- Right. (*these trips cost time and money*)
- Wrong. He tries to visit some of the major sights. (*I do try, however, to visit some of the major sights in the places I visit*)
- Right. (*I especially like eating at small local taverns, far from where the tourists go*)
- Wrong. He'll try anything and has even eaten insects. (*I'll try anything, even insects*)

See the recording script on page 141.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read the questions in 3 and then listen to the speaker; as they listen, they should cross out at least one wrong option.
- Point out that students won't be able to cross anything out in question 6 because they only hear the speaker and not the questions.
- Ask students to read the questions and explain anything they don't understand.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner before checking as a class.

Possible answers

- 1A is wrong because he says *even if I rushed through my meeting*.
- 1C is wrong because he says his *last meeting was on the day of my son's twelfth birthday*.
- 1D is wrong because he compares his meetings in terms of which one is most important and not his son's birthday with meetings.
- 2A is wrong because he says someone drove through a red light.
- 2B is wrong because someone crashed into his rented car, not a traffic light.
- 2C is wrong because he says no one was injured.
- 3A is wrong because he says Frankfurt airport *was closed*, not *was closest*.
- 3B is wrong because the flight was supposed to go to Frankfurt and went to Rome as an emergency measure.
- 3D is wrong because he only mentions Frankfurt airport being closed.
- 4A is wrong because he boards a flight to Frankfurt and then a flight home.
- 4C is wrong; he mentions buying three tickets, but he missed the first flight, so he didn't board that plane.
- 4D is wrong; four is the number of hours he had to wait at the airport for his final flight.
- 5B is wrong because he mentions bad luck, but he isn't complaining about it.
- 5C is wrong because he mentions a part of being a good parent (wanting to get back to see his son on his birthday), but this is not the point of his story.
- 5D is wrong because he says the tablet was insured, but it is mentioned in passing.

See the recording script on pages 141-142.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that if they are not sure about the answer to a question, they should try a process of elimination. Tell them that by eliminating obviously wrong answers, they can concentrate on the remaining options.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to read the questions again and ask them to underline key words in the questions.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

1B ... *the last flight was too early for me to catch ...*

2D ... *someone drove through a red light and crashed right into my rented car! No one was injured, but by the time everything was sorted out, I'd missed my flight.*

3C *Frankfurt airport closed soon after we had taken off, so the plane had to land in Rome!*

4B ... *my second flight of the day ...*

5A The speaker mentions bad luck (car accident) from option B, but he isn't complaining. He also mentions an aspect of being a good parent from option C (wanting to get back to see his son on his birthday), but this is not the point of his story. He also mentions something expensive being insured from option D, but again, it's mentioned in passing. Option A is correct because his story narrates an unfortunate experience where lots of things went wrong.

6D D is correct because the first paragraph ends on a positive note: the man is going to get back in time for his son's birthday after all and with a great gift. However, the next paragraphs tell us about a string of unexpected events that were out of the man's control entirely.

See the recording script on pages 141-142.

Speaking (SB page 129)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Make the most of topics that students are familiar with and have experience of such as transport, which is something they all use on a regular basis. Expand the usual discussion on which means of transport they prefer by asking them to describe their last journey, for example, the bus ride to their lesson. Ask them to describe the route, whether they were seated or standing, whether there was heavy traffic, etc.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will choose one of the situations and give their partner some advice. Their partner will evaluate the suggestions and give their opinion on it.
- Go through the *Language Bank* with the students and make sure they understand the functional language and how to use it.
- Ask students to read the situations and explain anything they don't understand.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask a pair to present their dialogue to the class.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in this type of task, first they need to evaluate their partner's suggestions and then give their advice or opinion on them. Tell them it is important to consider the implications of the advantages and disadvantages of both options, as this will help them to decide whether they agree with them or not.

3

- Go quickly through the *Language Bank* with the students again and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. (*Student A has a problem and will use the information on page 190 to explain the situation to Student B. Student B will find out what the situation is by asking the questions on page 129. Student A must tell Student B three things: what the options are, what the advantages of each option are, and what the disadvantages of each option are. Once Student B has received all of the information from Student A, he/she must give Student B advice on the best option and also say why it is the best solution. In addition, Student B must explain why he/she rejected the other option.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp. If necessary, ask a strong student to explain in L1.
- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not

interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The pictures for the task are on page 190 and the information about the problem is on page 191. (*Student B has a problem and will use the information on page 191 to explain the situation to Student A. Student A will find out what the situation is by asking the questions on page 190. Student B must tell Student A three things: what the options are, what the advantages of each option are, and what the disadvantages of each option are. Once Student A has received all of the information from Student B, he/she must give Student B advice on the best option and also say why it is the best solution. In addition, Student A must explain why he/she rejected the other option.*)
- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 130-131)

Essay: Giving a relevant opinion

- Ask students to read the information on essays and giving a relevant opinion.
- Explain that when faced with an essay task that gives them two opposing viewpoints, they must first consider both sides and then decide which opinion they agree with. Stress that they shouldn't start writing everything about the topic, and that their opinion must be clearly connected to the situation outlined in the writing task.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the writing task and the two opening paragraphs in order to decide which paragraph best connects the writer's opinion to the situation in the task.
- Ask students to read the writing task and the paragraphs, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.
- Elicit that paragraph *a* is off topic and therefore irrelevant.

Answer

b

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will answer questions about the task. Point out that these questions will help them to support their opinion on the topic.
- Ask students to read the writing task and the questions, and explain anything they don't understand.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Suggested answers

- 1 Railway lines damage the countryside and nature by destroying the natural habitat of plant and animal species, by producing noise pollution, and ruining the look of the landscape.
- 2 Better rail links make it possible for more people to travel to towns and cities; this is good for development.
- 3 Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will answer questions about the model essay. Point out that these questions will help them to analyse the task.
- Elicit that the essay is written in answer to the task in 2.
- Ask a strong student to read the essay and explain anything students don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Answers

- 1 Paragraph 2
- 2 Students should underline: *Businessmen, for example, are able to have meetings in the city without spending hours travelling to get there. / ... unemployed people are able to find jobs in others towns and cities if they can commute more easily. / ... more tourists can visit a city and spend money, for instance, on shopping and eating, ...*
- 3 Paragraph 3
- 4 b
- 5 Students should underline: *... they should be properly planned so that they cause as little damage as possible to the environment.*

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will need to think of suggestions to show they understand the opposing viewpoint. Point out that this should be done in the conclusion when they are re-stating their opinion.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Possible answers

- 1 ... make special areas for safe swimming that boats cannot enter.
- 2 ... make cycle lanes away from the road so that cyclists can enjoy the countryside as well.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand.

▶ EXTENSION ACTIVITY

Time permitting, have a discussion about the negative effects of ships on marine environments and of airplanes on the atmosphere. Ask students to show they understand the opposing viewpoint by giving examples of why we need ships and planes, and how their negative effects can be minimised.

5

- Read the task out to students and explain anything they don't understand.
- Ask them to underline the key points in the writing task and to consider if they are for or against the suggestion to ban cars.
- Remind them to support their opinion with reasons and examples.
- Go over the *Plan* with the students.
- Ask students to make notes for their paragraphs and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to use examples to strengthen their supporting reasons, and to make their opinions more convincing by showing they have considered both sides of the issue. Remind them also that when they refer to the opposing viewpoint, they can weaken it by using another supporting reason for their opinion.

🔄 Reload 10 (SB page 132)

Objectives

- To revise vocabulary and grammar from Unit 10.

Revision

- Tell students that Reload 10 revises the material they saw in Unit 10.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1 and 2: Revise the landmarks by writing the words on the board and asking students to tell you what they mean.
- 3: Revise the words with similar meanings by writing the words on the board (in mixed up order) and asking students to match the pairs. Once they have done so, ask them to use the words in sentences.
- 4: Revise the words by writing the first letter of each one on the board. Then read out the definitions (in mixed up order) and ask students to complete the words.

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write these phrasal verbs on the board: *go off, go through with, make for, make out, pull away, pull over, run away, run out, show off, show up*. Then ask individual students to come to the board and write sentences using the phrasal verbs.
- 3: Practise prepositions. Write the words that are paired with the prepositions in the phrases on the board and ask individual students to tell you which prepositions they go with. Then ask them to use the prepositional phrases in sentences.
- 4 and 5: Practise word formation. Read out the words with the prefixes *over* and *under* in 4 and 5. Ask students to tell you what they mean and to tell you some other words with the same prefixes.

Grammar Revision

Grammar 1

- Practise reported statements, questions, commands and requests.
- Revise reported statements, questions, commands and requests by writing these sentences on the board and asking students to rewrite them as reported speech.
 - 1 'Why are they leaving today?' I asked. (I asked why they were leaving that day.)
 - 2 'Don't move!' said the bank robber to the customers. (The bank robber told the customers not to move.)
 - 3 'Please don't touch the statues,' the tour guide said to us. (The tour guide asked us not to touch the statues.)
 - 4 'The hotel door is stuck and it won't open,' said Mum. (Mum said/told us/me that the door was stuck and it wouldn't open.)

Grammar 2

Practise reporting verbs.

- Write these reporting verbs on the board and ask students to use them in sentences: *invite, congratulate, promise, accuse, threaten, advise, insist, deny*. Then ask other students what the sentences would be in direct speech.

Suggested answers

- 1 *I invited Paul to my party. / 'Would you like to come to my party, Paul?'*
- 2 *Mark congratulated Bob on winning the tournament. / 'You won the tournament, Bob. Well done!' said Mark.*
- 3 *Jess promised to call her mum every day. / 'Of course I'll phone you every day, Mum,' said Jess.*
- 4 *Mary accused Lisa of damaging her car. / 'I know you damaged my car!' Mary said to Lisa.*
- 5 *Max threatened to call the police. / 'Do that again and I will call the police,' said Max.*
- 6 *I advised Helen to take the express train. / 'If I were you, I'd take the express train,' I said to Helen.*

- 7 *Dad insisted on paying for the tickets. / 'Put your wallet away; I'll pay for the tickets,' said Dad.*
- 8 *John denied stealing the skateboard. / 'Of course I didn't steal the skateboard!' said John.*

- Students are now ready to do Reload 10.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1d 2b 3d 4c 5a 6a 7b 8c 9d

Grammar

1c 2a 3c 4b 5b 6a 7a 8d 9b

HAMILTON HOUSE

Objectives

- To revise vocabulary and grammar from Units 9 and 10.

Revision

- Tell students that Progress Review 5 revises the material they saw in Units 9 and 10.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise compound nouns.

Unit 9, Vocabulary 1, Exercises 1 and 2: Write the compound nouns on the board and ask students to explain what they mean (*Internet addiction, eating disorder, peer pressure, youth violence, cyber-bullying, body image*). Ask students to make connections between the issues. For example, *body image can lead to an eating disorder*.

Revise adjectives.

Unit 9, Vocabulary 1, Exercise 3: Write the words on the board (in mixed up order) and ask students to match the opposites and then explain what they mean (*positive / negative; civil / nasty; mature / childish; strict / lenient; reluctant / eager*).

Revise words related to problems.

Unit 9, Vocabulary 1, Exercise 4: Write the words on the board and then read out the definitions one by one. Ask students to match the definitions and the words.

- 1 *your family and your experience of education, living conditions, money, etc (background)*
- 2 *the amount of respect or importance a person has (social status)*
- 3 *confidence in your abilities (self-esteem)*
- 4 *how well or badly you do at school (academic performance)*
- 5 *a planned group of activities to achieve a particular aim (campaign)*
- 6 *the quality of thinking and behaving as an adult (maturity)*

Revise the landmarks.

- Unit 10, Vocabulary 1, Exercises 1 and 2: Ask students to give you examples of a famous monument, statue, wharf and gallery (*Possible answers – the Parthenon, the Statue of Liberty, Fisherman's Wharf in San Francisco, Tate Modern Gallery in London*).

Revise the words with similar meanings.

- Unit 10, Vocabulary 1, Exercise 3: Read out one word from each pair and ask students for a word with a similar meaning.

Revise the words related to travel and transport.

- Unit 10, Vocabulary 1, Exercise 4: Ask students with which means of transport we can use the words *disembark, board, take off and touch down (disembark from a ship, plane or train; board a ship, plane or train; a plane takes off; a plane touches down)*. Ask students if *cruise* or *voyage* refers to a pleasurable activity (*cruise*). Ask students if a *bus* or a *coach* is used for long distances (*a coach*).

Revise collocations and expressions.

Unit 9, Vocabulary 2, Exercises 1 and 2: Write the words that form the expressions on the board (in mixed up order). Ask individual students to match them, explain what they mean and use them in sentences.

Revise prepositions.

Unit 9, Vocabulary 2, Exercise 3: Write the gapped phrases on the board and ask students to complete them with the correct preposition. Then ask them to use the phrases in sentences.

- 1 *cover ____ (for)*
- 2 *cope ____ (with)*
- 3 *disapprove ____ (of)*
- 4 *discourage ____ (from)*
- 5 *engage ____ (in)*
- 6 *pressure ____ (into)*
- 7 *punish ____ (for)*
- 8 *receive ____ (from)*

Unit 10, Vocabulary 2, Exercise 3: Write the phrases on the board and ask students to circle the correct prepositions and then use the phrases in sentences.

- 1 *loads in / of people (of)*
- 2 *a stretch in / of beach (of)*
- 3 *be at / in demand (in)*
- 4 *book in / with advance (in)*
- 5 *be by / in transit (in)*
- 6 *means of / with transport (of)*

Revise commonly confused words.

Unit 9, Vocabulary 2, Exercise 4: Write the pairs of words on the board and ask individual students to use both words in sentences. (*childish / childlike; influence / impress; injure / damage; betray / reveal; colleague / acquaintance*)

Revise phrasal verbs.

- Unit 10, Vocabulary 2, Exercises 1 and 2: Write these phrasal verbs on the board: *go off, go through with, make for, make out, pull away, pull over, run away, run out, show off, show up*. Then ask individual students to come to the board and write sentences using the phrasal verbs.

Revise word formation.

Unit 10, Vocabulary 2, Exercises 4 and 5: Ask an individual student to explain what the prefixes *over* and *under* mean and then ask other students to give you example sentences using the words with the prefixes.

Grammar Revision

Revise relative clauses.

- Ask individual students to write sentences with relative clauses on the board. Then ask the class if the sentence is correct, if the relative pronoun is necessary, if the clause is defining or non-defining, and if the sentence can be rewritten.

Revise participle clauses.

- Ask students to complete the sentences with one word in each gap.
- 1 I know the lady _____ to your mum. (talking, speaking, etc)
 - 2 _____ broken the window, the little boy ran away. (Having)
 - 3 While _____ the dishes, I dropped a plate as my hands were wet. (washing)
 - 4 _____ by thieves last year, the painting was found today. (Stolen)
 - 5 Having _____ pushed by the bully, the girl kicked him. (been)
 - 6 _____ having done his homework, Nigel was worried about going to class. (Not)

Revise reported statements, questions, commands and requests.

- Read out the sentences in reported speech and ask students to rewrite them or say them in direct speech.
- 1 She told me she had arrived five minutes earlier. ('I arrived five minutes ago,' she told me.)
 - 2 Harry asked me whether I had spoken to Mary that day. ('Have you spoken to Mary today?' asked Harry.)
 - 3 Dad told me not to go out later that night. ('Don't go out later tonight,' said Dad.)
 - 4 He asked his friend to take a photo of him. ('Please take a photo of me,' he said to his friend.)

Revise reporting verbs.

- Ask students to rewrite the sentences using reporting verbs.
- 1 'Don't forget to send a postcard!' (He/She reminded him/her to send a postcard.)
 - 2 'I am definitely walking you home.' (He/She insisted on walking me home.)
 - 3 'I did not eat all of the cake!' (He/She denied eating all of the cake.)
 - 4 'Don't worry. I'll call the airline.' (He/She promised to call the airline.)
 - 5 'You should book in advance.' (He/She advised me/us to book in advance.)
- Students are now ready to do Progress Review 5.
 - Set a time limit and let students know every so often how much time they have left to complete the questions.
 - Check answers as a class.

Vocabulary

Answers

- | | | | |
|---|------------|---|-----------|
| 1 | awareness | 5 | pressure |
| 2 | childish | 6 | disorder |
| 3 | underpaid | 7 | reluctant |
| 4 | disapprove | 8 | addiction |

- 2
1b 2d 3a 4d 5d 6c

- | | | |
|---|--------|-------|
| 3 | 1 of | 4 for |
| | 2 in | 5 in |
| | 3 with | 6 in |

- | | | |
|---|---------------|--------------|
| 4 | 1 ran out of | 4 show up |
| | 2 made out | 5 pulls over |
| | 3 pulled away | 6 show off |

Grammar

Answers

- | | | |
|---|--------------|---------|
| 1 | 1 when | 5 who |
| | 2 whose | 6 why |
| | 3 which/that | 7 which |
| | 4 where | 8 whom |

- 2
1 Walking/Having walked
2 selling
3 Having broken
4 Not understanding/Not having understood
5 paid
6 boarding
7 Not having eaten
8 Having been caught

- 3
1 Mary asked Tom how long he had owned his vintage car.
2 Mum told me not to get on the wrong bus that night.
3 Katy said (that) they were going to explore the castle the next/following day.
4 The flight attendant told/asked us to fasten our seat belts.
5 Bill asked if/whether the travel agent had phoned.
6 Auntie Joan told me/us we had to hurry or we would miss the train.

- | | | |
|---|--------------|-----------------|
| 4 | 1 complained | 5 admitted |
| | 2 insisted | 6 congratulated |
| | 3 denied | 7 accused |
| | 4 demanded | 8 refused |