

# 2 Enjoy the ride

## UNIT AT A GLANCE

Students will

- talk about getting around
- read about an unusual hobby
- learn about how to live and travel cheaply
- watch a TED Talk about 'happy maps'
- write a story about a journey they have made

### 2A Vocabulary

Ways of travelling, e.g. *cruise, ride*

#### Collocations

Travelling and transport, e.g. *catch my bus, go on a journey*

#### Listening

A description of three unusual journeys to school

#### Grammar

Adjectives ending in *-ed* and *-ing*, e.g. *tired/tiring*

### 2B Vocabulary building

Compound nouns, e.g. *a walking tour*

#### Reading

*Urbexers – life on the edge of the city*

#### Critical thinking

Selecting information

### 2C Grammar

Narrative forms: past simple, past continuous, past perfect, *used to*

#### Pronunciation

Weak forms: *used to*

### 2D TED Talk

*Happy maps*, Daniele Quercia

#### Authentic listening skills

Understanding accents

### 2E Speaking

Asking for and giving directions

#### Writing

A story

#### Writing skill

*just*

## 2A Getting from A to B

pp20–23

### Information about the photo

The photo shows the Rio Negro in Colombia, South America, which crosses into Venezuela and eventually becomes a major tributary of the Amazon. The cables cross the canyon of the river in pairs. For some families, these cables are the only way of connecting with the external world.

To find more images or videos of this online, use the search term 'Rio Negro cables'.

### LEAD IN

- Focus students' attention on the photo and the caption or project it using the CPT.
- Teach the word *cable* (a strong metal line), *slide* (a children's playground ride) and *cable slide* to describe the thing in the photo. Ask for a show of hands from students who have been on a cable ride such as this. Ask the class:  
*Who has been on a cable ride like this? Where did you do it? Did you enjoy it? How were the cable rides you have been on different from the one in the photo? Where was this photo taken? (the Rio Negro canyon in Colombia) Are the children doing it for fun? (No, they are going to school.)*
- Ask the class what they think the message of the photo is. Put them in pairs to discuss it for a minute.
- Choose students to give their ideas and help them express them in English.

### Suggested answer

The photo shows that the journey to school isn't always easy or safe for children. Children and their families value education so much that they are willing to take great risks to get to school. Alternatively, it could just be that people live very diverse lives and travel in very different ways depending on where they live.

## VOCABULARY Travel p21

### 1 MY PERSPECTIVE

- Tell students to look at Exercise 1 and read the questions to check they understand them.
- Put the class in pairs to discuss the questions for a few minutes. Go round and check students are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need, and then write some of these points on the board, or remember them for class feedback.
- Nominate individual students to tell the class some of their answers. You might make a list of the benefits of travel on the board. You might also ask students for reasons it may not always be a good idea to travel, such as for environmental reasons, and to avoid spending money.
- Ask the class: *Who would enjoy going to school in the way the children do? Would you be happy if a younger brother or sister travelled this way?* Ask students to justify their reasons.
- Find out from the class how they get to school. You could ask one person, and then ask *Does anyone else come to school like [name of student]?*
- At the end of the task, give some feedback about new language that came up, and focus on errors to correct (which you may have written on the board). You can also share some interesting things you heard with the class.

### Fast finishers

Students can think of other famous sayings and quotations about travel that they may know (e.g. 'Travel broadens the mind' – anonymous; 'The world is a book, and those who do not travel read only one page' – Saint Augustine).

### 2

- Look at the instructions. Check that students understand that we usually use 'getting around' to describe travelling locally, e.g. 'get around town'. Explain that students are going to compete to see who can think of the most ways of getting around in two minutes. Tell them that after two minutes, they must put their pens down and count how many they have. They will get points for correct answers and extra points for original answers or answers that no one else has written down.
- Point out the expression *go on your skateboard*. Ask how *go somewhere on your skateboard/bike*, etc. is different from *go skateboarding/cycling*, etc. Explain that *go on* suggests that you are going on a journey from one place to another, while *go -ing* suggests having fun doing the activity (at a skate park, for example). *We go by bus/car/taxi/train/plane*.
- Put the class in pairs. Start the clock. Go round and check students are doing the task correctly. Offer help where appropriate. Tell them they can use a dictionary or ask you for help as necessary. Focus on these in feedback.

- After two minutes tell the class to stop. Tell students to swap their papers with a neighbouring pair. Nominate students to provide ways of getting around. Write correct answers on the board, correcting errors where necessary. Ensure correct collocations, e.g. *go by on foot*, *drive ride a bicycle*, etc. Award students points if they are correct, and ask *Did anyone else have the same one?* If not, award the student extra points. Also award points for interesting, original or fun ones.
- When a winner has been announced and congratulated, ask students in their pairs to answer the questions in question 2.
- Invite suggestions from the class, asking students to justify their answers.

### Suggested answers

1 **take the** bus / train / underground (train) (also known as the metro, subway in US cities, the Tube in London) / tram. Also, '**go by** bus / train, etc.'

**go by** bike / car

**take a** taxi

**go on** foot / your bike / roller-skates / rollerblades / your skateboard / your Segway!

2 The cheapest: walking is free.

The fastest: in cities, motorbikes and bikes are used to get around quickly. Underground trains can be very fast, too.

The most relaxing: taking a taxi or being driven around means you don't have to worry about anything (except the cost!). Going by train is relaxing outside the city.

The most stressful: busy public transport, such as buses and underground trains, can be stressful when there are no seats, and everyone pushes to get off.

Lets you see the most: open-top buses allow you to see the city from high up; bikes mean you can go at your own pace and really experience your surroundings.

### 3

- Tell students they are going to learn some more words and phrases to talk about travel. Look at the instructions and the words in the box. Check which words they already know and which words they aren't sure about. You could read out the words and point out stress and pronunciation. Do the first item with the whole class. Tell students the pairs of words are in the correct order in the box.
- Tell students to do the rest of the activity on their own, using a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.

- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by asking for volunteers to read out the full sentence. Quickly check understanding by asking different students: *Which words mean ...*

*a long and difficult journey, usually at sea or in space?*  
(voyage)

*a particular way to go from one place to another?* (route)

*a short organized trip with school or as part of a holiday?*  
(excursion)

*a trip made for scientific reasons or to discover new places?*  
(expedition)

*a holiday on a ship?* (cruise)

*the place where someone is going?* (destination)

*travel to and from work and home every day?* (commute)

*travelling on foot or using public transport, carrying a bag on your back?* (backpacking)

*the journey and everything you did while you were away?*  
(a trip)

*a journey that you take in someone else's car?* (a lift)

### Answers

**1** commute + lift   **2** flight + destination   **3** cruise + excursion   **4** trip + backpacking   **5** ride + route   **6** expedition + voyage

### Extension

Put students in pairs. Tell them to take turns testing each other. One student closes their book while the other reads out the sentences with an 'oral gap fill', e.g. '*My mum and dad BEEEEP by car, so they normally give me a BEEEEP to school!*' The other student supplies the missing words.

### Teaching tip

#### Encouraging students to produce new language in feedback

When asking students for answers, always encourage them to produce the language being studied. Let's say the new vocabulary is *voyage*, and students have to match it with its definition. If you ask: *What's the meaning of 'voyage'?* students will respond with the definition and you won't hear them say the word itself. Ask instead *Which word means a long and difficult journey, usually at sea?* and students get to say *voyage*. There are two reasons for doing it this way:

- it means students get a chance to practise saying the new vocabulary.
- it allows you to check any pronunciation issues, e.g. /'vɔɪɑ:ʒ/ instead of the correct /'vɔɪɪdʒ/ or /kruɪ:z/ instead of /kru:z/.

**4**

- Look at the instructions and do the first item with the whole class. Point out that you can only *catch* or *miss* vehicles which might leave without you, so *catch/miss my car* is not correct.
- Tell students to do the rest of the activity on their own, using a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback. Check that students understand the answers by asking for alternatives, e.g. *That's right, you can't say 'get school'. Why not? That's right, it's 'get to school'.*
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers. Chorally drill the correct ones, i.e. *Everyone: catch my bus ... catch my train ... miss my bus ... miss my train.* Tell students to record the words and phrases from the lesson in their vocabulary books.

### Answers

**1** my car   **2** school (*get to school* – see 5)   **3** the car (*get in / out of the car*)   **4** a trip   **5** home (*get home*)  
**6** a trip (*go on a trip* – see 7)   **7** a travel (travel usually a verb; as a noun it is abstract and uncountable)  
**8** two kilometres (*The journey is two kilometres long*)

**5**

- Look at the instructions. Get students to do the completion first and then check answers. Then finish the first sentence so that it is true for you, as a model for the class.
- Give students two minutes to finish their sentences, then let them compare with a partner.
- Nominate students to share their answers, and elicit a variety of answers for each sentence. Use this opportunity to be interested in students' lives, past travel experiences and future dreams.

### Suggested answers

**1** journey / commute (also a noun) / ride (if given a lift) ... (students supply time it takes)  
**2** get ... (students supply their best way to get to know the city)  
**3** take / go on ... (students supply preferred means of public transport and reason)  
**4** went ... (students supply last destination of a long journey they went on)  
**5** flight / cruise (*taxi* possible but unlikely ... (students supply ideal destination, e.g. *I'd choose Sri Lanka as my destination*)

6


- Look at the instructions and ask them to look at the table and check they understand what to listen for. Check this by asking *What type of information do you expect in the third column?*
- Do the exercise in the Exam tip, then have the class make similar guesses about the table.

**Exam tip**

**Listening – Predicting information type**

Many reading and listening tasks ask students to fill in missing information. It is usually possible to guess the kind of information and/or the part of speech that is needed before you listen. Then, while students are listening, they will probably find it easier to hear the actual missing information.

Write the following short text on the board. Elicit possible words, or types of words that are probably missing by asking: *What can you say about the missing information here?*  
*The man has lost his \_\_\_\_\_ with about £\_\_\_\_\_ in it. He lost it on \_\_\_\_\_.* He thinks he lost it between \_\_\_\_\_ and \_\_\_\_\_.  
 (e.g. *wallet / bag*; a number; a form of transport, e.g. *on the bus*; two stations or town names)

- If you think most students will have difficulty listening for all the missing information, you could put students in pairs, A and B, and have the As listen for the information missing from the first two columns, and the Bs from the last two columns.
-  8 Play the audio once straight through. Copy the empty table on the board for feedback afterwards. At the end of the audio, tell students to compare their answers in pairs. Go round and notice how well they did (without saying anything). If you see the majority have not understood, be prepared to play the audio again.
- Encourage students to take turns filling in the missing information on the board. Hand out one or two board pens and tell students to write one piece of missing information each before passing the pen to another student.
- When the table on the board is filled, ask the class whether they agree with all the information, or whether they have different answers. Play the audio again to check.

1

*You might think your journey to school takes ages, but Santiago Muñoz has one of the most tiring school commutes in the world. Fourteen-year-old Santiago wants to be a doctor. He lives in New York, down in Queens, but goes to high school all the way up in the Bronx at the Bronx High School of Science because it's a great school for maths and science. It's a journey that takes more than five hours each day. He has to get up at 5:00am. every morning and catch two buses and two subway trains each way. He uses the time to do his homework – if he gets a seat, that is! The good news is that he and his family are moving closer to the school. He's excited about having more time to spend with friends and getting more sleep!*


2

*Fourteen-year-old Chosing lives in Zanskar, a region in the Himalayan mountains. His school is a hundred kilometres away in a town called Leh, so he stays at school and goes home for the holidays. In winter, after he and his sister have visited their family, the road to Leh is closed because there is too much snow. However, the river is frozen, so their father takes them back to school using the river as an icy road. If they fall in the cold river they could die, so they have to think carefully about where to walk. They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.*

3

*For some students living along the Rio Negro river, one of the longest rivers in the country in the rainforest of Colombia, their journey to school is absolutely terrifying. They live on one side of the river, but school is hundreds of metres below them on the other side. The only way down is by riding down an old metal cable slide, which is very fast and dangerous. Injuries happen regularly on the journey. Daisy Mora makes the journey every day. She makes a seat from rope and throws herself out over the river. Then she rides down at about eighty kilometres per hour! It only takes about sixty seconds – if she's frightened, she doesn't show it!*

7

- Tell students to look at Exercise 7 and read the questions to check they understand them. Before playing the audio again, let students try to answer from memory. They can write S, C or D.
-  8 Play the audio. Give students time to compare their answers in pairs.
- Nominate students to answer and write answers on the board.

**Answers**

	Where they live	How they travel	Time / distance they travel	What they do on the way
<b>1 Santiago Muñoz</b>	New York	bus (x2), subway train (x2)	five hrs / day	does his homework
<b>2 Chosing</b>	the Himalayas	walk along a frozen river	a hundred kilometres, six days	don't speak much, think carefully
<b>3 Daisy Mora</b>	Colombia (near Rio Negro)	on a cable slide	sixty seconds / hundreds of metres below them	

### Answers

- 1 Chosing 2 Daisy 3 Chosing 4 Santiago  
5 Santiago 6 Chosing 7 Chosing and Daisy  
8 Santiago

## GRAMMAR Adjectives ending in *-ed* and *-ing* pp22–23

To prepare for teaching the following exercises, see Grammar reference on page 130.

8

- Either get students to read the Grammar box silently, or read it out yourself. Tell students to identify all the adjectives in the sentences.
- Write on the board two columns: Describe the journey | Describe how the people feel. Elicit from students the adjectives and write them on the board, each time asking them which column to write them in. Ask them what they notice about the two lists (one group ends in *-ed*, the other in *-ing*).

### Answers

Adjectives that describe journeys: tiring, boring, terrifying  
Adjectives that describe how people feel: excited, exhausted, frightened

9

- Look at the instructions. Tell students to answer the two grammar-checking questions in pairs or ask the questions yourself to the whole class.
- You can either go through the answers with the whole class, or wait for them to read the Grammar reference on page 130 and then ask the class the grammar-checking questions or nominate individual students to give their answers.

### Answers

- 1 *-ed* 2 *-ing*

## Grammar reference and practice

Ask students to do Exercises 1 and 2 on page 131 now, or set them for homework.

### Answers to Grammar practice exercises

1

- 1 bored 2 surprising 3 worried  
4 frightening, relaxed 5 interesting, tired  
6 confused 7 terrifying 8 exhausting

2

- 1 embarrassed embarrassing 2 frightening  
frightened 3 correct 4 ~~boring~~ bored  
5 relaxed ~~relaxing~~ 6 correct 7 ~~depressed~~  
depressing 8 correct

10

- Look at the instructions and do the first item with the whole class.
- Tell students to do the rest of the activity on their own, using a dictionary if they need to. Go round and check students are doing the task correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
- When you ask for the answers, insist that students provide them in sentence form, e.g. *Terrified means very frightened*. Remind them of the correct pronunciation of *-ed* words if necessary, which they studied on page 9 of the Student's Book.

### Answers

- 1e, terrifying 2h, exhausting 3b, annoying  
4c, disappointing 5f, depressing 6a, shocking  
7d, worrying 8g, confusing

11

- Explain the task. Tell students to choose the correct option in each item. Quickly go through the answers before putting them in pairs to tell each other one or two experiences based on the prompts. You might tell the class about an experience you have had to illustrate the first prompt.
- Explain that this is a speaking activity so they don't need to write anything. Give them a few minutes to share their experiences. Go round and make a note of any problems students are having with the language, such as pronunciation or meaning.
- When most pairs have finished, stop the activity. Give some feedback about new language that came up, and focus on errors to correct, which you may have written on the board.



## Answers

- 1 disappointing 2 terrifying 3 exhausted  
4 boring 5 worried 6 annoying 7 depressing  
8 excited

## Teaching tip

### Correcting speaking activities

Students appreciate being corrected during speaking activities; as well as reinforcing learning at the point that they are using language, it helps them to realize the benefits of speaking activities in class. However, it can be demotivating knowing you've made lots of errors. Here are some tips for more friendly feedback!

- Don't interrupt students in the middle of a speaking activity, unless there are serious problems or no one is using the new language correctly. As you listen, quietly take notes of interesting use of English, such as errors or relevant emergent language.
- Make a note of instances where students have used new language well, not just their errors. It is reassuring to know you are on the right track!
- Prioritize errors, those that could cause miscommunication, widespread errors, or errors that are quick to correct because students will be able to immediately self-correct. Most importantly, listen out for students' use of the target language of that lesson, the language they have just learnt.
- Encourage self-correction. Ask questions like: *Is this sentence correct? Why not?* Signpost the error so students have an idea of what's wrong, e.g. *What's the problem with the noun? Was this action before or after that one? How many syllables in this word?*
- Name names! Don't be worried about saying: *Birgit, you said 'x'. What should you have said?* Students know that they all make errors, and they can learn from each other's, but they pay attention more when they know it concerns them. Point out the errors of the stronger students as well as the weaker ones to avoid demotivation.
- Encourage students to record their errors along with the corrected version. You could get them to compile a list in their notebooks called 'My common errors'.

## 12

- Explain that students now have a second chance to talk about the experiences in Exercise 11, and that they can try to speak even better this time. Put students in groups of four to six, making sure they are not in groups with their partners in Exercise 11. Point to the questions about the most exciting/boring, etc. experiences.
- After a few minutes, bring the discussion to a close. Nominate students from each group to share their favourite stories with the class.

## Homework

- Set Workbook Lesson 2A exercises on pages 14–17 for homework.
- Students write up one or more stories based on experiences they told or heard in Exercises 11 and 12.
- Students find out about other unusual, long or dangerous school journeys. They choose one and present it in the following lesson.

## 2B Urban explorers pp24–25

### VOCABULARY BUILDING Compound nouns p24

#### LEAD IN

- Point out that the title of the lesson is 'Urban explorers'. Check understanding of *urban*: *Do urban explorers explore the countryside or the city? (the city) Do you live in an urban area?* Explain to the class that they're going to learn about things you might see and do when visiting a city.


1

- Look at the instructions. Ask the whole class whether their town or city often gets visitors, or whether there are places in the area that get a lot of tourists. Ask them what they normally see and do there. Start a list of places on the board, e.g. *park, town hall, art gallery, etc.*

2

- Focus students' attention on lists A and B. Point out one or two compound nouns in the list, e.g. *art gallery*. Elicit other compound nouns the students already know, e.g. *alarm clock, classroom, brother-in-law*. Point out that:
  - it is *usually* the second part of the compound that says what something is, e.g. an alarm clock is a type of clock, and a classroom is a type of room.
  - compound nouns can be two separate words, one word, or hyphenated, and that there are no rules about this; they have to learn this as part of the spelling of the compound.
- Tell students to match words in columns A and B to make compound nouns related to places in cities and things to do there. Point out that 1–6 match the words above the line space and 7–12 below the line space. Tell them to use a dictionary if they need to check whether the compound nouns are one word or two (none of these are hyphenated). Alternatively, tell students that four of the compound nouns are one word and challenge them to guess which those are.
- Go round and check that students are doing the task and helping where necessary. Do not give the answers yet.

3

-  9 Look at the instructions. First tell students to listen to check their answers. Play the audio.
- Ask for a show of hands. *Who got all twelve correct? Well done! Who got eleven? Ten? Did you know which compound nouns were one word? Good.*
- Tell the students to listen again. This time, they should underline the main stressed part of each compound. Play the first item to check that students are aware of what stress means, and can hear it without difficulty. Play the rest of the audio.
- Invite students to the board to write the compound nouns marking the stress in your preferred way. Ask the class if they are all correct and discuss differences of opinions. Then ask for the general rule.

#### Answers and audioscript 9

1 sightseeing 2 a walking tour 3 an underground station 4 a shopping centre 5 a building site  
6 public transport 7 urban exploration  
8 railway tracks 9 a skyscraper 10 a rooftop  
11 an amusement park 12 a viewpoint

The stress is marked in the answers above.

The general rule is that in compound nouns, the first word of the compound is usually stressed. This is not always the first syllable; *amusement* is stressed on the second syllable, so in a compound this is the same. However, the main stress falls on the second word in two of the compounds, *public transport* and *urban exploration*. Notice that these are both made of an adjective and a noun, unlike the others which are all noun–noun compounds.

#### Teaching tip

##### Where's the stress?

There are lots of ways of showing where the stress is in a word or phrase, but which is best? Look at the ways of marking stress below and answer the questions.

sightseeing

WALking tour

skyscraper

rooftop

a-'muse-ment park

**building** site

● ● ●

skyscraper

■ □ □ □

shopping centre

- Which are quick and easy to mark on the board?
- Which are the clearest to see?
- Which don't distort the normal appearance of the word?
- Which do students need to understand to be able to see word stress in a dictionary?
- Which are often used in teaching materials?
- Which mark all the syllables, not just the stressed ones?

The system you use is up to you, but explain it to students and be consistent. And always ask students: *How many syllables? Where's the stress?*

4

- Look at the instructions for the activity with the class, then give students two minutes to look back at Exercise 2 and decide their answers. Then ask them to compare their ideas in pairs.
- Go through the answers by asking students to read out their lists. Check their pronunciation and stress as they do.

#### Fast finishers

Students can add more items to each list.

## Answers

- 1 sightseeing, a walking tour, an underground station, a shopping centre, public transport, a skyscraper, an amusement park, a viewpoint
- 2 a shopping centre, a skyscraper
- 3 a building site, railway tracks, a rooftop

5

- Decide whether students write or say sentences. Encourage them to make true sentences, even if that means making negative sentences, e.g. *Sightseeing isn't a reason people come to our town.*
- One idea is to do it as a game in pairs. Students close their books and take turns to say sentences, e.g. *There's a bridge over the railway tracks behind the park,* until they cannot think of any more sentences. The last person to say a correct sentence without repeating compound nouns is the winner. They can write their sentences after saying them.

## Extension

Get students to explore compound nouns around other topic areas. Put students in pairs and give each pair a different topic around which they should brainstorm compound nouns. Here are some examples:

Sport, e.g. *tennis racket, penalty area*

School and stationery, e.g. *pencil case, blackboard*


Cooking and kitchens, e.g. *tin opener, table lamp*

Computers and technology, e.g. *pen drive, touch pad*

Nature and the environment, e.g. *polar bear, global warming*

## READING pp24–25

6

- Focus students' attention on the photo, the title and subtitle. Before they start reading the article, tell them to write three questions that they would like answered in the article. To ensure students aren't reading, you might ask them to close their books, and write the title and subtitle on the board instead.
- Go round the class and check that students are writing questions and not reading. Check that the questions are correctly written. You might prompt a variety of questions by writing on the board *What ...? When ...? Where ...? How ...? How many ...? Who ...? What kind of ...? Why ...? Is ...? Do ...? Does ...? Has ...?* etc.
- When most students have written three questions, ask students to choose their favourite question. Nominate a few students to read theirs out to share with the whole class.
-  **10** Give students five minutes to read the article to find out whether their questions are answered. Go round and check students' progress. When everyone has finished reading, ask for a show of hands *Hands up if the article answered all three of your questions. Good. Two? Just one? None? OK.*
- Nominate students to read out one of their questions which was answered and to tell the class the answer.

## Fast finishers

Students who finish quickly can write another question that is answered in the article.

7

- Explain the task. Tell students to make a note of the line number in the text where they found the answer. Advise them to read 1–7 carefully first before answering.

## Exam tip

### Identifying where the answer is in the text

When answering comprehension questions, students should always make sure they know where in the text the information is that leads them to their answer. It's a good idea to make a note of the line number, or underline the words, phrases or sentences that help them decide. By saying to themselves: *The answer is x and I know this because it says this here,* they can be more confident that they are correct.

- Get whole-class feedback. Ask *For number one, hands up who thinks the answer is a? b? c? Good the correct answer is b.* Then invite volunteers to explain where in the text the information is that led them to that answer.

## Answers

**1b** (lines 2–7: *For most people ... typical options ... But ...*)

**2c** (line 9. Not a – most places mentioned are not underground; not b – some places are still used)

**3c** (lines 19–20)

**4b** (line 25)

**5a** (lines 32–34. Not b – he did it with friends; not c – in line 32 it states that someone suggested doing it, and they did it straight away)

**6a** (lines 41–42)

**7b** (lines 47–53)

## CRITICAL THINKING Selecting information p25

8

- Ask a student to read the Critical thinking box to the class. Ask the class if they ever have to write articles about a subject which involves choosing what information to include. Ask them what reasons there might be for including information or leaving it out.
- Ask students to decide which of questions 1–9 are answered in the article. After two minutes, get them to compare answers in pairs.
- Go through the answers. When you ask students for the answers, make sure that they tell you where these questions are answered.



## Answers

- 1 is answered in that we hear about stories in London, Paris, Chicago and (probably) China.
- 4 is answered in the final paragraph. If students wanted to do real urban exploration, the article gives them many ideas about where and how to do it.
- 6 is answered in that we read about Bradley Garret's adventures in London and Chicago.
- 7 is answered in the paragraph beginning: *Why do urbexers do it?*
- 8 is answered in paragraphs 2 and 6
- 9 is answered in paragraph 2, lines 14–15, and indirectly in paragraph 6  
2, 3 and 5 are not answered

9

- Explain the task and refer students to all the questions they asked in Exercise 6. Put students in groups of four to six to discuss the questions.
- Go round and check that they are doing the task correctly. With the third question, don't accept 'Look online', but make sure they specify, for example what search terms they would use for each question.
- Put students in new groups. Get them to share their ideas.

## Teaching tip

### Regrouping students for feedback

Normally, students tell the teacher their answers or ideas. After a speaking activity such as a discussion, consider allowing students to give feedback to one another instead. Regrouping students so that they can relay what they have discussed lets them reformulate ideas and say them in a better, more fluent way.

Let's say they discuss in groups of three or four: AAA, BBBB, CCCC, DDD, etc. Assign students in each group a number from 1 to 3 or 4: 1234, 1234, 1234, 123, etc. Then simply tell all the '1's to one corner of the room, all the '2's to another corner, and so on: 1111, 2222, 3333, 444, etc. Now they can share what they have talked about.

10

- Conclude the lesson by asking students whether the article included mostly relevant, interesting information. Encourage a range of answers if possible, and make sure students justify their answers.

## Homework

- Set Workbook Lesson 2B exercises on pages 18–19 for homework.
- Students research the answers to the questions about urbexers they would like answering in Exercise 9.
- Students write an article about a subject of their choice. It should be something they know a lot about, such as a hobby of theirs. They plan it by writing the questions that they imagine a general reader wanting to know.

# 2C Sydney on \$20 pp26–27

## GRAMMAR Narrative forms pp26–27

To prepare for teaching the following exercises, see Grammar reference on page 130.

1

- **Books closed.** Write the three words in the box in Exercise 1 on the board and ask the class the question. Put students in pairs and get them to tell the story about Bradley and the Chicago skyscraper.

- **Optional step.** If you think that students may already be familiar with narrative tenses, give them a chance to show you how well they have mastered their use. Tell students to write the story from memory. Explain that they need to use the past perfect, past continuous and past simple in the story.

As well as the keywords in Exercise 1, write on the board some more words from the story and tell them to use these, too: *friends, sit, suggest, Legacy Tower, try to get up, walk, get in, residents, open.*

Go round and find out how well students are incorporating the tenses into the story. Gauge their level of understanding of the tenses by how well they use them. This information can help you to focus on the most important aspects of the grammar during the rest of the lesson.

2

- Tell students to check their ideas with the article on page 25. Invite students to tell you if there were any differences between the original text and their versions.

3

- Explain the task. Tell students not to refer to the article on page 25 when they're doing the task.
- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- They can then check their answers by looking at the original sentences on page 25.

## Answers

- a had climbed, had managed, stopped
- b was studying, was writing
- c were sitting, suggested, walked, got, had opened
- d used to work

4

- Using the sentences in the Grammar box as examples, students complete the rules with the correct narrative tense.
- You can either go through the answers with the whole class, or wait for them to read the Grammar reference on page 130 or nominate individual students to give their answers. When you ask for the answers, check that students can give you an example or examples from the Grammar box.

### Answers

- 1 past continuous, e.g. sentence b (both actions were happening when the police stopped them)
- 2 past simple, e.g. sentence c (they walked in the building first, then got in the lift)
- 3 past perfect, e.g. sentence a (they had climbed the Shard and had managed to visit all the stations before the police stopped them)
- 4 *used to*, e.g. sentence d (people don't work in those places now)

## Grammar reference and practice

Ask students to do Exercises 3–6 on page 131 now, or set them for homework.

### Answers to Grammar practice exercises

3

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

4

- 1 *use to go* (not possible) 2 both correct  
3 both correct 4 *use to move* (not possible)  
5 both correct 6 both correct

5

- 1 Who taught you
- 2 he was travelling
- 3 Did you see
- 4 had already started
- 5 Did you use to\*
- 6 I lost

\* *did you used to / didn't used to* is becoming widely accepted in written English these days, according to written corpus data. However, it is generally regarded as an error by examinations organizations, so students would be advised to follow tradition and write *did you use to*.

6

- 1 until he had checked
- 2 used to spend
- 3 was (still) eating
- 4 had already met
- 5 were arguing
- 6 hadn't brought

5

- Remind students that urbexers don't do the normal things that tourists and travellers do. Elicit from the class other tourism norms, i.e. activities (sightseeing, visiting museums, theme parks, etc.) places to stay (hotels, hostels, etc.) places to eat (restaurants, cafés, hotels, etc.) ways to travel (tourist bus, plane, taxi, hire car, etc.)
- Tell students to read the text about freeganism and ask them how freegans travel differently from normal tourists. (They do it for little or no money, without buying things and travelling for free.)

- Ask students what the advantages of freeganism are as well as to imagine what the disadvantages might be. Make sure they express whether they'd want to live like this and whether they would consider it as a cheap way of travelling.

### Suggested answers

Advantages – it may be good for the environment; less food waste; a way of meeting interesting people; cheap!

Disadvantages – unhealthy; thought of negatively by other people; stressful or dangerous not knowing where you are sleeping; take a long time to travel; may be forced to do illegal acts, e.g. travelling without a ticket

- **Optional step.** Show the class a video about freeganism. For example, there is a TEDx Talk by Rob Greenfield, 'How To End The Food Waste Fiasco', that explains the reasons people become freegan.

6

- Look at the instructions. Check that students understand *gap year* (time between leaving school at eighteen and going to university when some people travel). Do the first item with the whole class.
- Tell students to do the rest of the activity on their own. Go round and check how many of the options students are getting correct. Question their ideas by asking them to justify their choices according to the rules in Exercise 4. When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
- Go through the answers by nominating students to read out each sentence. Check that the rest of the class agrees with each answer before confirming it.

### Answers

1 used to think 2 went 3 was staying 4 found  
5 had already used 6 had stolen 7 became  
8 used to buy 9 ate 10 didn't spend

7


- Explain the task. Tell students that there is sometimes more than one possible choice. Do the first item with the whole class.
- Tell students to do the rest of the activity on their own. Go round and check students' choices. Ask them to justify them according to the rules. Before discussing the answers with the whole class, let students compare with a partner.
- Nominate individual students to give their answers. Write their answers on the board. Ask students what they notice about the possible answers, i.e. that the past simple is very often possible where other narrative tenses might be more accurate.
- At the end of the task, ask the class whether their opinions about freeganism have changed since reading about Becky. Find out what they think now and why.

## Answers

(most likely answers first)

- 1 let / used to let
- 2 had contacted / contacted
- 3 used to get / got
- 4 was travelling
- 5 was
- 6 expected / had expected
- 7 was living
- 8 became
- 9 hadn't sold
- 10 ate / used to eat

## 8 PRONUNCIATION Weak forms: *used to*

-  **11** Look at the instructions. Play the audio.
- Point out the different pronunciation of *used*. As a main verb it is /ju:z(d)/, but in the *used to* structure to describe past routines it is /ju:z(t)/.
- The preposition *to* is pronounced /tə/ in most sentences. It is not stressed. However, in final position (as in 3), it is in its strong form /tu:z/.
- Drill chorally and individually to check everyone can say the different forms of the word. Then let students practise on their own.

### Teaching tip

#### Choral and individual drilling

Students generally appreciate the chance to practise pronunciation in class and to be corrected. Choral drilling is when the teacher makes everyone say the same thing at the same time. Drill chorally first to give students a secure, anonymous space to practise. Individual drilling is when the teacher nominates students to say something on their own. Do individual drilling after choral drilling so that you can check all students are getting it right.

## Answers and audioscript 11

- 1 Our **grandparents never used to throw** their **food away**. /'ju:stə/
- 2 Did **people use to travel a lot** when **your parents were young**? /'ju:stə/
- 3 A: Do you **enjoy travelling by plane**?  
B: I **used to**, but **not anymore**. /'ju:stu:z/

9

- Look at the instructions and do the first couple of items with the whole class to clarify the instructions and indicate the sort of sentence you expect, e.g. *Before this lesson I didn't know that Karoline and Frieda had been classmates before they came to this school.*
- Show how the different narrative forms may be used for each sentence. You might even ask students what tenses each line suggests, e.g. item 4 may suggest the past simple and the past continuous (*The last time I cried was when I was watching ...*, etc.). Go round and offer help to students who need it. Make a note of any difficulties students have with particular tenses, etc.

- When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished. Ask them to choose their most interesting sentences and explain to each other why they like them.

## Suggested answers

- 1 ... what freeganism is.
- 2 ... play with dolls with my friends. / ... believe there were monsters under my bed.
- 3 ... come to school on my own. / think I was any good at maths.
- 4 ... cried ... I was watching a film with my family. It was embarrassing!
- 5 ... I went to the shops last week. / ... I was saving up for a new bike, so I couldn't do anything with my friends. But it was worth it!
- 6 ... a new T-shirt ... looking for a present for my Mum's birthday.

## Extension

Play 'Yes, I did/was/had'. This game practises yes/no questions and short answers. The objective of the game is to get three *Yes, I did* answers, two *Yes, I was* answers and one *Yes, I had* answer from your partner before they get them from you. First, ask students to write down as many yes/no questions as they can in the past simple, past continuous and past perfect. Give them an example of each, e.g. *Did you come to school by bus? Were you studying at eight o'clock last night? Had you seen the original Star Wars movies before you watched the latest one?* Then model the game by letting the students ask you questions until they've got the six answers they need from you (you have to be honest!). Students then play the game in pairs. The first student to elicit all six answers wins.

10

- Explain the task. Remind students of the use of narrative tenses to tell stories and anecdotes.
- Point to the questions and tell students that by answering the questions they can prepare what they will say. Also, ask them to identify points in the story when they can use each of the narrative tenses. They can invent a story if they prefer.

11 CHOOSE

The idea is for students to make their own choice of activity here. However, you might want to make the decision for the students, in which case explain why. Alternatively, you may decide to let students do more than one task.

You may be able to divide the class into groups and have each group do a different task – or you could have a vote on which task the whole class should do. For the vote:

- put students in pairs or groups to decide which they prefer.
- take a vote on each task.
- if the vote is tied, ask one student from each side to explain which is best and take the vote again. You can decide if there is still no change.

- Options 1 and 2 are speaking tasks. Encourage students to see this as creating a good text, like a writing activity would be. If you have time, you might suggest they do task 1 before task 2 as preparation.
- Alternatively, ask students to record their story. Let them record it as many times as they like until they are happy with it. They can either keep it for themselves to help them hear their own errors and correct them, or share it with you and/or the rest of the class on a cloud-sharing app like WhatsApp or Padlet.
- Once shared, students can listen to everyone's stories and choose the most exciting, the easiest to understand, the most similar to their own, etc.
- Option 3 is a writing task. Consider displaying the stories on the wall or if students can type their stories and upload them, creating a class webpage for them to read, show their families and so on.

### Homework

- Set Workbook Lesson 2C exercises on pages 20–21 for homework.
- If students didn't write their stories in Exercise 11, set this task for homework.
- Students find another freegan experience online and read about it so they can share what they found the following lesson.
- You might want to tell students to watch the track called *Unit 2 TED Talk* on the *Perspectives* website before they come to the next class.

## 2D Happy maps pp28–29

- Tell students they are going to watch a TED Talk about a new kind of map.
- Read out the quote and ask students to translate it or say what they think it means in English (or both). First of all, ask why adventure is dangerous, and elicit a few ideas. Ask them if that is true, why might someone say its opposite, routine, is not safe. Accept all ideas without imposing any of your own.
- ▶ **2.0** Tell them they are going to see a short text on the DVD to introduce the talk and the speaker, and play the *About the speaker* section. Then do the vocabulary exercise.
- After they finish, you might write the key words from the *About the Speaker* section of the DVD on the board and ask students to retell it aloud, or ask them to write as much of what it said as they can. Correct as necessary.

### Answers to About the speaker

- 1 efficiency = a (the ability to use time and energy well to get a job done)
- 2 crowdsource = c (get information from many people, usually using the internet)
- 3 urban = a (connected with cities and towns and not the countryside)
- 4 mapping app = c (software that shows maps)
- 5 path = b (the way from one place to another)

### TED Talk About the speaker ▶ **2.0**

*Daniele Quercia is a scientist at Yahoo! Labs in Barcelona, where he works on new ways to use online maps to improve our 'offline' lives. His work used to be all about **efficiency**, and getting to where you want to go as quickly as possible. But an experience when he was working in Boston changed all that.*

*Now he is interested in enjoying the journey, not just the quickest route between two places. He and his team **crowdsource** their research. They get members of the public to play an online game. Players have to choose between pairs of photos of **urban** scenes. Daniele has used the information from the game to design a **mapping app** that can show you the happy **path** to your destination.*

*Daniele's idea worth spreading is that the fastest route may be efficient, but there are times when taking a different route can be more interesting and memorable.*

## AUTHENTIC LISTENING SKILLS

### Understanding accents p28

As well as teaching aspects of phonology and listening skills, these tasks also allow:

- you to pre-teach some vocabulary.
- students to read and hear new language before they listen to the whole text.
- students to tune in to the speaker's voice and style.

1

- Either ask students to read the Authentic listening skills box silently to themselves or read it out yourself as they read along. Then ask students:


*What accents have you heard spoken in English?* (both as a first language, e.g. Irish, Australian, and as a foreign language, e.g. Brazilian English, Japanese English)

*Where do you hear English spoken by a variety of nationalities?* (e.g. YouTube videos)

*Which accents are important for you to understand? Why?*

*Which accents sound nice to you? Why?*

*Which accents are clearest to understand? Why?*


-  **12** Look at the instructions. Focus students' attention on the underlined words in the extract. Play the audio at least twice.
- Invite students who are feeling confident to explain the difference. While you discuss the differences, point out that some native English-speaking accents, such as the traditional London accent, drop the /h/ at the beginning of words, and in normal speech the -ed is sometimes not pronounced by native English speakers.

#### Answers

The first speaker pronounces *have* /hæv/ while Daniele pronounces it /æv/, dropping the initial /h/.

The first speaker pronounces *focused* /fəʊkəst/ while Daniele pronounces it /fəʊkəs/, dropping the /t/ sound of -ed.

2

- Tell students to read three more sentences from the TED Talk they are going to hear and to practise saying the sentences as naturally as possible, paying attention to the underlined words. They can listen to each other in pairs if you think this will help them notice differences.
-  **13** Tell students to listen to the same two voices and notice the pronunciation of the underlined words. Play the audio.
- Play the audio again, but pause to allow students to repeat the sentences. Let them choose whether they want to practise an Italian accent, the native speaker's regional accent, or, perhaps best of all, their own accent! Practising all three allows them to feel as well as hear the differences, of course.

- Check answers as a class. You might ask students what the typical characteristics of English as it is spoken by speakers of their own language are.

#### Answers

This is how Daniele pronounces these words. Notice that in sentence 1 he pronounces the -ed endings of both verbs (the same as the native speaker), but not in sentence 2. In *smelled* in sentence 3 he drops the -ed but pronounces it clearly in *sounded*. He drops the /h/ in *how* in 3.

- 1 I lived in /lɪvdɪn/ Boston and worked in /wɜ:kɪn/ Cambridge.
- 2 I teamed up /ti:mɒp/ with Luca and Rossano.
- 3 They also recalled how /aʊ/ some paths smelled /smel/ and sounded /saʊndɪd/.

### 3 MY PERSPECTIVE

- Ask students to read the statements and decide which of them they agree with, and why. In feedback, encourage students to justify their opinions.
- **Optional step.** Students 'take their stand'. Put up two signs at opposite ends of the classroom, one saying 'AGREE' and the other 'DISAGREE'. Read out each statement in Exercise 3 and ask the students to stand anywhere in the room to reflect their attitude to the statement. They can stand next to either sign or somewhere in the middle. Once everyone has chosen a place to stand, ask them to justify their position.

#### Extension

Get students to write their 'Pronunciation mission statement' in their notebooks. Tell them that in light of the discussion about accent that they have just participated in, you would like them now to summarize their feelings about pronunciation and accent in their English-learning lives. Dictate the following questions that they should answer in their statement:

*Which accents will it be important for you to understand well in your future English-speaking life?*

*How are you going to improve your pronunciation in English?*

*What impression do you hope your accent in English gives people in the future?*

*Whose accent do you hope your accent will be as good as in the future?*

Go round and help students write their mission statements. When most of them have finished, invite individual students to read theirs out.



## WATCH pp28–29

If you are short of time, or want a different approach to the video, you may want to watch the whole talk all the way through with only some brief checking questions. A version of this is on the DVD and is labelled as *TED Talk with activities*. At the end of each section, there is a short gist question. Pause after each question on screen so students can give their answers, then play the answer.

### Answers to gist questions on DVD

#### Part 1

What did Daniele realize when he took a different route to work one day?

**b** He had trusted his mobile phone too much.

#### Part 2

Why did Daniele's team use crowdsourcing to do their research?

**a** They wanted to understand which parts of the city people find beautiful.

4

- **Optional first step.** Show the class a still from the talk (at 1:05 in Part 2 or 3:40 in the full talk) that shows two photographs, A and B, of an urban street scene and leafy suburban garden scene respectively. Dictate the following questions for students to write:

*How would you describe the two scenes?*

*Is your journey to school more like the first or second photograph? What do you like or dislike about it?*

*What do you usually see on your journey to school? What can you hear? What can you smell?*

- Alternatively, just ask the class the last question without the image.

5

- Ask students to read the questions and check they understand them.
- ▶ 2.1 Play Part 1 straight through.
- Ask students to compare their answers in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 1 again.
- Check answers by asking the whole class for their ideas.

### Answers

1 c 2 b 3 a

## TED Talk Part 1 script ▶ 2.1

*I have a confession to make. As a scientist and engineer, I've focused on efficiency for many years.*

*A few years ago, after finishing my Ph.D. in London, I moved to Boston. I lived in Boston and worked in Cambridge. I bought a racing bicycle that summer, and I bicycled every day to work. To find my way, I used my phone. It sent me over Mass Ave, Massachusetts Avenue, the shortest route from Boston to Cambridge. But, after a month, that I was cycling every day on the car-packed Mass Ave, I took a different route one day. I'm not entirely sure why I took a different route that day, a detour. I just remember a feeling of surprise; surprise at finding a street with no cars, as opposed to the nearby Mass Ave full of cars; surprise at finding a street draped by the leaves and surrounded by trees. But after the feeling of surprise, I felt shame. How could I have been so blind? For an entire month, I was so trapped in my mobile app that a journey to work became one thing only: the shortest path. In this single journey, there was no thought of enjoying the road, no pleasure in connecting with nature, no possibility of looking people in the eyes. And why? Because I was saving a minute out of my commute.*

*Now, let me ask you, am I alone here? How many of you have never used a mapping app for finding directions? Most of you, if not all, have. And don't get me wrong – mapping apps are the greatest game-changer for encouraging people to explore the city. You take your phone out and you know immediately where to go. However, the app also assumes there are only a handful of directions to the destination. It has the power to make those handful of directions the definitive direction to that destination.*

6

- Ask students to read sentences 1–6 and check they understand them.
- ▶ 2.2 Play Part 2 straight through.
- Ask students to compare their answers in pairs. Go round and notice how well they did in order to decide how quickly to go through answers, and whether you will need to play Part 2 again.
- Check answers by asking the whole class for their ideas.

### Answers

1 experience 2 most enjoyable 3 play a game  
4 London 5 memories 6 many paths

## TED Talk Part 2 script ▶ 2.2

*After that experience, I changed. I changed my research from traditional data-mining to understanding how people experience the city. The result of that research has been the creation of new maps, maps where you don't only find the shortest path, the blue one, but also the most enjoyable path, the red one. How was that possible?*

*Einstein once said, 'Logic will get you from A to B. Imagination will take you everywhere.' So, with a bit of imagination, we needed to understand which parts of the city people find*

beautiful. At the University of Cambridge, with colleagues, we thought about this simple experiment. If I were to show you these two urban scenes, and I were to ask you which one is more beautiful, which one would you say? Don't be shy! Who says A? Who says B? Brilliant! Based on that idea, we built a crowdsourcing platform, a web game. Players are shown pairs of urban scenes, and they're asked to choose which one is more beautiful, quiet and happy. Based on thousands of user votes, then we are able to see where consensus emerges. We are able to see which are the urban scenes that make people happy.

After that work, I joined Yahoo Labs, and I teamed up with Luca and Rossano, and together, we aggregated those winning locations in London to build a new map of the city, a cartography weighted for human emotions. On this cartography, you're not only able to see and connect from point A to point B the shortest segments, but you're also able to see the happy segment, the beautiful path, the quiet path. In tests, participants found the happy, the beautiful, the quiet path far more enjoyable than the shortest one, and that just by adding a few minutes to travel time.

Participants also love to attach memories to places. Shared memories – that's where the old BBC building was; and personal memories – that's where I gave my first kiss. They also recalled how some paths smelled and sounded. So, what if we had a mapping tool that would return the most enjoyable routes based not only on aesthetics but also based on smell, sound and memories? That's where our research is going right now. More generally, my research, what it tries to do is avoid the danger of the single path, to avoid robbing people of fully experiencing the city in which they live. Walk the path through the park, not through the car park, and you have an entirely different path. Walk the path full of people you love and not full of cars, and you have an entirely different path. It's that simple.

If you think that adventure is dangerous, try routine. It's deadly.

Thank you.

## 7 VOCABULARY IN CONTEXT

- **7a** ▶ **2.3** Tell students that they are going to watch some clips from the talk which contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the *Vocabulary in context* section.
- Pause after each question on the screen so students can choose the correct definition, then play the answer. Give an additional example before moving on to the next question. If you like, you can ask students to call out the answers.

## Answers

- 1 surrounded by trees = c (with trees all around it)
- 2 shame = b (embarrassment about something bad that you have done)
- 3 don't get me wrong = b (Please understand me.)
- 4 a handful of = c (a small number of)
- 5 shy = b (not confident in public)
- 6 teamed up = b (started working with)

- **7b** Check students understand the words in italics and re-teach if necessary, or ask students if they can recall the examples in the talk. Tell students to think of examples of the five things. Point out that they relate to some of the new words and phrases they have just learnt in Exercise 7a. Give them two minutes and make sure they note down their ideas.
- Put students in pairs to tell each other their ideas. Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need. Focus especially on their use of the new words and phrases.
- At the end of the task, give some feedback about new language that came up, and any errors which you may have written on the board. You can also retell some stories you heard or nominate one or two students to tell the class the most interesting things they said or heard.

## CHALLENGE

- Ask students to read the Challenge box and make notes about the three places. Encourage them to think of more than one answer for each category if possible. If you think students may struggle to come up with ideas, you could talk about a place that you know first. Smells might include smells from a factory, the sea, farms, traffic, etc. Sounds could include alarms, planes, music, birds or other animals nearby, etc. Memories could be positive or negative.
- When most students have all their answers, put them in pairs to share their ideas. Go round and notice errors, difficulties, or where they use L1 and help by correcting or giving students the English they need.
- Nominate students to share some of the smells, sounds and memories that they talked about. You could remind students of the structures *It smells/sounds like ...* and *It reminds me of ...* to help them express their ideas.

## 8

- Ask students to read the questions and check they understand them. Put them in groups of three to five. Give them five minutes to do discuss them.
- Go around and help groups with their ideas, making suggestions and asking questions.
- After several minutes, regroup students. Tell them to share their groups ideas with the rest of the class.

### Suggested answers

- 1 He thinks that by taking routes that are more interesting, beautiful or quieter, we can break out of our routines and enjoy life a little more.
- 2 Students' own answers.
- 3 a tourist in a new city – This person might appreciate being able to get to each of the famous sights following paths through other tourist areas, or along the more beautiful streets.  
a bicycle courier – They might want to avoid traffic so that they cycle in a safer, quieter way, with less pollution.  
a student – They might enjoy a quieter route to university to think more clearly or listen to music.  
a taxi driver – They might want to take different kinds of routes depending on their needs and the needs of their passengers: a pleasant route to make the journey more enjoyable, for example.
- 4 Students' own answers.

9

- Explain the task. To make it more realistic, you might show them photos of two groups of visitors, an older group of tourists with cameras, rucksacks and guide books, and a group of teenagers in a tourist setting.
- If you have physical maps of the local area, you can use them. Otherwise, students may have access to online maps via their mobile devices or class computers.
- It is possible to do this without maps if the students know the town well. In fact, you may decide to get them discussing their routes without a map because that means they have to communicate the routes to one another verbally without resorting to visual support. The next lesson's language focus is on giving directions, so this would be an opportunity to evaluate their competence in this area. Make a note of any errors that they make, e.g. *Turn to left, Go through Park Street*, etc. which can then be used for accuracy work in the next lesson.

10

- Explain the task. Join pairs to make groups of four or six students. Give them time to compare their routes and discuss the questions.

- Go round and check they are doing the task correctly and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- Finish with some whole-class discussion about the routes the students have proposed and other issues that came up. Correct any common or interesting errors that you heard.

### Homework

- Set Workbook Lesson 2D exercises on page 22 for homework.
- Students explore National Geographic's online map resource and choose their favourite maps from there. They prepare to tell their classmates about it in the next lesson. See <http://maps.nationalgeographic.com/maps>.
- Students choose and watch another TED Talk about maps from the TED playlist, 'Adventures in mapping'.

## 2E You can't miss it pp30–31

### OPTIONAL LEAD IN


- Tell the class that you are going to direct them from the school to somewhere in the town or city. They must listen carefully and decide where the directions lead them. They might prefer to close their eyes so that they can visualize where they are. Choose a place not too far from the school that all the students will know, e.g. a big supermarket, the town hall, the stadium. Give them the directions slowly and clearly, but without repeating them, e.g. *Turn left out of the school entrance. Go along the street for about 100 metres, and take the second turning on the right . . .*
- Students call out the place as soon as they think they know where you are talking about. The first person to correctly identify the destination is the winner. Congratulate them, then invite them to the front of the class to give directions to the class to another place in town.

### SPEAKING p30

1

- Put students in pairs to talk about their experiences and preferences regarding finding their way around unfamiliar places.
- In feedback, if students say they don't ask for directions because they always use their phones these days, ask them what they would do if they had lost or broken their phone, if the signal was weak, or if they were in a foreign country and using the phone was expensive.

2

-  14 Look at the instructions and the table with the whole class. Check they understand the information that they need to listen for. Ask them to give you some possible answers for each question to check that they have understood. Play the audio once straight through.
- When the audio has finished, tell students to compare answers in pairs before nominating students to provide answers.

### Audioscript 14

#### Conversation 1

- Male 1: *Er, excuse me?*
- Male 2: *Yes?*
- Male 1: *Can you help me? I'm trying to get to the museum.*
- Male 2: *The **Science Museum**?*
- Male 1: *Yes. Do you know where it is?*
- Male 2: *Yeah. It's quite a long way from here. About **fifteen minutes' walk**.*
- Male 1: *That's OK.*
- Male 2: *Right, hmm. The easiest route is to go up Northway Street. Can you see the traffic lights over there, through the park? That's Northway Street. Go up Northway Street for about five minutes until you get to the supermarket on your left. Then take the first . . . no, second turning on the right.*
- Male 1: *Right. OK.*
- Male 2: *As soon as you turn right, you'll see the train station on your left. There's a road just after the station on your left, and you need to go down there.*
- Male 1: *OK, so it's right, then left after the station?*
- Male 2: *That's it. It's quite easy after that. The museum is on the other side of the park, and it's really big. You can't miss it.*
- Male 1: *OK, well, **I can always ask someone else** if I get lost. Thanks very much.*
- Male 2: *No problem. Bye.*

#### Conversation 2

- Melanie: *Hi, Karina!*
- Karina: *Hi, Melanie.*
- Melanie: *We were just talking about you.*
- Karina: *Were you?*
- Melanie: *Fabien wanted to know if you're still coming tonight.*

### Answers

	Conversation 1	Conversation 2
1 Do the speakers know each other?	no – they are strangers	yes, they are friends
2 Where do they want to get to?	(science) museum	their friend's house
3 How are they travelling?	on foot / he is walking	by bike / she is cycling
4 How far is it?	15 minutes	1 km from the station
5 What will they do if they get lost?	ask someone	phone their friend

Karina Yes, that's why I'm calling. **Can you give me directions to your house?**

Melanie Sure! Are you driving?

Karina **I'll be on my bike.**

Melanie OK, well that's easy then. Do you know how to get to the station? **It's probably no more than a kilometre from there.**

Karina Yes, I know where the station is.

Melanie Good. So, if the station's behind you, you'll need to turn right . . .

Karina OK.

Melanie At the end of the street you'll see a cinema in front of you.

Karina Yes, I know where that is.

Melanie OK. Turn left there.

Karina Left?


Melanie Yes!

Karina That's Northway Street, isn't it?

Melanie Yeah. OK, so carry on up Northway Street until you get to a supermarket on your right. Just after that, there's a street on the left. That's our street. We're number 15.

Karina I'll find it. **I'll call you if I have a problem.**


3

- Focus students' attention on the map on the phone and ask them to look at it carefully. Tell them to listen again in order to work out which of the letters A–E on the map are the four places in Exercise 3. Point out that there are two places for each conversation and that there is one place on the map they don't need.
-  14 Play the audio again. Tell students to compare their answers in pairs. Go round and notice how well they did (without saying anything). If you see the majority have not understood, be prepared to play the audio again.
- Check answers by nominating a student to say which letter the Science Museum is. Ask the rest of the class to raise their hands if they disagree.

### Answers

1 E 2 A 3 B 4 D

4

- Explain the task. Tell students to try to remember or guess the missing words from the dialogues. Give them two minutes for this, and let them share ideas before listening.
-  14 Play the audio again for students to check.
- When you go through the answers, ask students if they thought of other possibilities for each gap. Accept or reject these ideas according to whether they would be correct or sound natural in these sentences. Possible alternatives are given below.

### Answers

1 help, get 2 way (journey), walk 3 until (till), turning (road, street) 4 miss 5 directions 6 behind 7 end 8 Carry (Go), that

5

- Point out the categories in the Useful language box. Show students how the first sentence in Exercise 4 goes in the first category (A). Ask them to categorize the rest of the sentences.
- Check answers as a class.

### Answers

1 A 2 D 3 B/C 4 C 5 A 6 B/C 7 C 8 B/C

6

- Put students in pairs. Tell them to take turns asking for and giving directions between places on the map, e.g. between C and A, between the supermarket and the station.
- Go round and check students are doing the task correctly and listen for good use of the new language of directions as well as any recurring errors.
- Tell the class about any errors that you heard while they were speaking and correct them for the class.

7

- Put students in groups of three to six and explain the game to them. One person should give directions to the group without saying where the directions take them. The first person to correctly identify the destination chooses a new destination and gives new directions to the group.

### Extension

- Have students in pairs roleplay encounters in the street with lost tourists. Write on the board the beginning of the dialogue.  
*Excuse me, do you know the way to 'BEEP', please?*  
*Yes, sure, it's not very far from here. You need to go . . .*
- Tell students to take turns being a tourist in their own town. They must first establish in which part of town they are speaking, then ask for directions to another place. Give them a few minutes to perform several conversations like this. Go round and check students are doing the task correctly and notice errors, and make a note of any language points to go over with the class.
- At the end of the task, invite a couple of students from each group to the front of the class to perform a dialogue as if one was a tourist. They should replace the destination with a 'BEEP' so that the rest of the class has to guess the destination.



## WRITING A story p31

8

- Tell students they are going to learn how to write stories better. Put them into pairs to describe a time when they got lost. You might prompt ideas by mentioning some likely situations, e.g. on holiday in a new place, in a large city, when you were very young.
- Invite two or three students to tell the class their stories.

9

- Tell the class to read the story on page 149 and decide at which moments in the story the writer felt uncertain about where he was.
- Nominate students to say the answer for each item. Check that the class agrees.

### Answers

He felt uncertain in moments 2, 3, 4 and 5 of the story.

### 10 WRITING SKILL *just*

- Show the class that sentences 1–5 all contain the word *just* but the word means something different in each sentence. Tell them to match the sentences with each meaning. Suggest that they replace *just* with the synonym and read it again, checking it makes sense and has the same meaning.

### Answers

1 b 2 e 3 d 4 a 5 c

- Point out that *just* is a very common word; in one study it is the 57th most common word in the language. One reason is that it has different meanings depending on the context it is found. Ask students to think of other sentences and phrases that they know which contain the word *just*, e.g. The Nike slogan *Just do it*, the song *Just the way you are* by Bruno Mars, etc.

### Extension

- Dictate the following sentences, without saying *just*:  
*I've (just) seen the local paper.*  
*They were (just) interested in making money, nothing else.*  
*Fortunately, I had (just) enough money for the meal.*  
*I was (just) about to book the holiday when my boss told me she needed me that week.*  
*He was (just) arriving at the garage when the car finally ran out of petrol.*
- Put students in pairs and tell them to decide where to put *just* in each sentence. Ask them to discuss what *just* means in each sentence.

11

- Explain the task. Make sure they understand that they only need to write one story so must choose an ending from the options. Remind them that the writing advice at the back of the book and the Writing strategies box are there to help them.

12

- Refer students to the Writing strategies box for useful questions to help them start making notes, and their notes for Exercise 10 on page 27. Remind them of their options for narrative tenses. Go around and make sure that students are making notes. Help them if they can't think of something to write about by making suggestions.

13

- Explain the task. Tell students to refer to the model text on page 149 for help. Remind them of the structure of the model by reading out the advice at the back of the book and reminding them of the language they have studied.
- If you are going to give students a mark, tell them it will be higher if they organize the description in a similar way and use language they have learnt. Put students in pairs and tell them to talk about or plan their story.
- Set the writing for homework or set a time limit of about twenty minutes to do it in class.

As students are writing, go round and offer help. You might note some common errors for feedback when the time is up.

### Exam tip

#### Peer review

It is quite good for students preparing for exams to review each other's material as the exam often tests positive effect on readers. Peer review also provides an opportunity for interaction in the writing lesson.

- Put students in pairs. Write these questions on the board:  
*Did the story follow the pattern in the model on page 149? Did it make use of any of the language you learnt?* Tell students to read their partner's story and answer the questions.
- Tell students to stay in the same pairs but to swap stories with another pair. Repeat once or twice more. Go round and monitor. You might note some common errors for feedback. Give some feedback (positive – if they followed the model) and do some error correction on the board.
- When they have all read at least two or three stories, ask individual students to talk about the best and worst experiences written about.

### Fast finishers

Students who finish quickly can suggest ways that they could make their stories better or better expressed.

#### Homework

- Set Workbook Lesson 2E exercises on pages 23–25 for homework.
- Students write another travel story beginning with the sentence: *It was a trip I had looked forward to for a long time ...*
- Students prepare three questions to test their classmates at the start of the next lesson about the things they have studied in Unit 2.