

Transport and travel

Warmer

In pairs, students discuss the meaning of the unit title *Epic journeys* and what they think the unit is going to be about. Ask students to think of synonyms for the word *journey* (*trip, voyage, travels*) and decide if they are synonyms or partial synonyms and what the difference is.

- In pairs, students write the types of transport they can see in the photos in the correct columns, as in the example.

Key

Land transport: coach
Air transport: hot-air balloon
Water transport: yacht

- In pairs, students add the new words to the columns and check if they understand the words. Provide dictionaries if necessary. Students then think of other words to write in each column. They then compare their lists with another pair and add any new words to the list. At the end of the activity, elicit all the words students can think of for each list and write them on the board (additional suggestions are in italics in the key).

Key

Land transport: lorry, van, truck, bus, car, taxi, bicycle, train, tram
Air transport: rocket, spaceship, helicopter, plane
Water transport: ferry, ship, boat, canoe

Extra activity

Students work in pairs and find out what type of transport their partner often uses, and one kind of transport he or she never uses. Ask students to justify their choices.

- Students complete the text with the given words. Remind students that *luggage* is an uncountable noun.

Key

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

-  **1.10** Play the CD for students to listen and check their answers.

Audioscript

When you go to the station to catch a train, if you don't already have a ticket, you go and buy one at the ticket office. You can buy a single (if you're only going one way) or a return (if you're coming back). The fare is more expensive when you travel first class because it's more comfortable and you have more space. There isn't an extra cost for luggage – you can take at least two or three big bags. When you have your ticket, you need to find the platform where your train is leaving from. If you arrive late, you may miss your train. But sometimes, there can be a delay and your train doesn't arrive on time. And sometimes, there's no train at all because they cancel it! It's important to keep looking at the information screens, which show the arrivals (the times that trains are coming into the station) and the departures (the times that trains are leaving).

TEACHER DEVELOPMENT: STUDENT TRAINING

Dictionary skills


A wide vocabulary is essential for communicative competence and is important for both production and comprehension. Use this opportunity to review dictionary skills as a key way to develop learner autonomy. Remind students that dictionaries provide important information about pronunciation.

Accommodation

- Ask students what type of accommodation they can see in the photos. Tell them to match the words to the photos.

Key

bed and breakfast – b	motel – f
campsite – e	tent – g
caravan – d	youth hostel – c
hotel – a	

- SPEAKING** In pairs, students take it in turns to explain the difference between these words.
- LISTENING**  **1.11** Play the CD for students to listen to the conversations. Tell them to choose from the alternatives to say where the people are. Ask for answers in open class and elicit the key words that helped students make their choices. In a less confident class, pre-teach these words: *a reservation, a double room*.

Audioscript

1

This is to announce the arrival of the 5.15 to Torquay, the 5.15 to Torquay, stopping at Telmouth and Newton Abbot. This train is running approximately 20 minutes late due to a delay at London Paddington. Please stand back when the train makes its arrival, and mind the gap when you board the train.

2

MAN: Excuse me, do you have any vacancies?

WOMAN: How many nights did you want to stay?

MAN: Just two.

WOMAN: And did you want a single room or a double?

MAN: A single.

WOMAN: Hmm, well, we are very small, we only have three rooms and two of those are doubles. Ah! But somebody cancelled a reservation for a single room this morning, so I think we do have a room free for you. Do you want to have a quick look round the place?

MAN: Yes, that'd be nice.

WOMAN: Here's the living room, you can come and watch TV here when you like. And here's the breakfast room. You can make yourself coffee here at any time of the day. I serve breakfast from 7.30 to 9.30. And upstairs are the bedrooms. We have three other people staying here at the moment. If you'd like to come this way, I'll show you your room...

3

FOREIGN WOMAN: Hello. I would like to go to Yarmouth, please.

MALE TICKET OFFICER: Yarmouth? Are you coming back today?

FOREIGN WOMAN: Sorry?

MALE TICKET OFFICER: Are you coming back today? It's a cheaper fare if it's a same day return.

FOREIGN WOMAN: I am sorry. I do not understand.

MALE TICKET OFFICER: Do you want a single ticket or a return?

FOREIGN WOMAN: Oh, a single, please.

MALE TICKET OFFICER: OK, madam. A single ticket, standard class for Yarmouth. That's £22.50 please.

4

GIRL: Oh no! I don't believe it!

MAN: What?

GIRL: Look outside. It's raining. It always rains when we come here.

MAN: Yeah. When we were driving up here, it was sunny all the way, and now as soon as we get everything fixed up in the campsite, the weather changes.

GIRL: Oh, the journey took forever, didn't it?

MAN: I know. But it's not easy pulling one of these things behind the car.

GIRL: Oh, look at those people over there. I think their tent has got a hole in it. The water's definitely getting in.

MAN: You see! It could be worse. At least inside this thing we won't get wet!

Key

- 1 platform (at a train station)
- 2 bed and breakfast
- 3 ticket office
- 4 caravan

Extra activity

Ask some follow-up questions: *Why was the train late? How many nights is the man going to stay in the bed and breakfast? Can you describe the bed and breakfast? Why does the ticket officer want to know if the lady is coming back on the same day? What's the weather like on the campsite?*

Homework

► Refer students to the **Workbook, page 10.**

Lesson 2 Reading ▶ Reading for general and specific information ▶ By Any Means

Warmer

Ask students to come to the board and write down the names of 1–2 most unusual places on Earth they can think of. Put students in pairs and tell them to choose the names from the board and talk about those places, e.g. *Why do you think the Sahara is special? What would you like to see there?* Then ask students to choose three places they would most like to visit if they had the opportunity. Discuss the opinions as a class.

Extra activity

Play hangman with transport-related words. Divide the class into two teams. Team A chooses a word from the previous lesson and a student from that team writes the correct number of spaces for the word on the board. Team B guesses the letters that are in the word, and Team A writes in every letter they guess correctly. For every incorrect guess they draw part of the hanged man. If the drawing of the person is completed before the word is guessed, the guessing team loses.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Games in the classroom

Vocabulary games such as *hangman* are useful for practising and reviewing language. They engage the students, who should remember more as a result. When using games, your instructions need to be clear and precise. As with all instructions, you need to do a comprehension check. For example, after explaining what to do, ask the students to explain the game back to you. Another option is to give a demonstration of the game by playing it yourself with a few of the students while the others watch.

When planning games you need to consider what your aims and objectives are. Games are particularly useful for reviewing work from the previous lesson, checking what students know before teaching a new language item, practising a new language item you have just presented, warming up at the beginning of a lesson or filling in at the end of a lesson.

- 1 Students guess what the idea of the programme is from the title *By Any Means* and the photo.

- 2 Students read the text and check their predictions.
- 3 Ask students to read the text again and choose the best answers. In a less confident class, you may like to pre-teach these words: *challenge* – something that needs a lot of skill, energy and determination to deal with or achieve; *storm* – an occasion when a lot of rain or snow falls quickly.

Key

- | | | | |
|---|---|---|---|
| 1 | c | 4 | b |
| 2 | a | 5 | a |
| 3 | a | | |

- 4 Students find the words in the text. Ask them to try to infer their meaning from the context and then check their ideas in the dictionary.

Key

- 1 extremely large
- 2 a method of doing something
- 3 changed from being a child to an adult
- 4 no other option
- 5 very tiring
- 6 a period of heavy rain in India and Asia
- 7 sudden feeling of being very pleased and excited
- 8 flow in great intensity, gush
- 9 lucky
- 10 lines of water that rise up on the surface of the sea, lake or river

TEACHER DEVELOPMENT: STUDENT TRAINING

Guessing from context

Guessing the meaning of words by looking at the context is a skill that helps students read better and more quickly. The strategy involves four steps: (1) determining the part of speech of the word, (2) looking at the immediate grammar, (3) studying the wider context, and (4) guessing the word and checking the guess.

Ask students to write down the words from exercise 4 and mark them with a tick if they know the word already, with

a question mark if they've heard it but aren't sure, or with nothing if they have no idea. Give students three minutes to try to work out the meaning of the words from the context.

In pairs, students can then explain words they know to their partner. Hold a team competition. Divide the class into two teams and read out the definitions. As soon as someone knows which word you are explaining, they call out the word and that team gets a point.

5 **SPEAKING** What about you?

In pairs or small groups, students discuss if they would like to see the TV series *By Any Means* and give reasons why or why not. They then discuss if they would like to make a journey like the one described and explain why or why not.

Example opinions

I'd like to see the series. It sounds really cool – I love Ewan McGregor, motorbikes and seeing different places around the world.
I think it sounds boring. They only spend a day in each place, so they don't get to really explore the places they are visiting.
I'd love to make a journey like the one in *By Any Means*. I think the idea of going on lots of different types of transport is great.
I would prefer to visit a few exotic places and really explore them.
The journey sounds too exhausting for me!

Extra activity/Homework

Students plan and write a short text about their ideal trip, using *I would like to . . .* They should say where in the world they would like to go, and what types of transport they would like to use.

▶ Refer students to the **Workbook**, page 11.

Lesson 3 Grammar in context ▶ Past simple, past continuous and past perfect

Past simple, past continuous and past perfect

Test before you teach

Write these three gapped sentences on the board:

- 1 Boorman and McGregor _____ huge distances on motorbikes.
- 2 They began in Ireland because this was where Charley _____ grown up.
- 3 He _____ expecting something terrible to happen one night during a monsoon.

Elicit the missing words. Write the first letter if students are stuck. Then ask students to say whether each sentence uses past simple, past continuous or past perfect. If students seem to be very familiar with the form of these tenses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students as an open-class activity.

Key

- 1 rode/travelled (past simple)
- 2 had (past perfect)
- 3 was (past continuous)

1a Students read the sentences and decide which tenses the verbs are in.

Key

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

1b Students complete the rules with *past simple*, *past continuous* or *past perfect*. They then match each sentence a–c from exercise 1a with one of the rules.

Key

- 1 past perfect; c
- 2 past simple; a
- 3 past continuous; b

1c Students rewrite the sentences, first in the negative form and then in the question form.

Key

- 1 They didn't begin the trip on motorbikes.
Did they begin their trip on motorbikes?
- 2 They weren't sailing from Timor to Australia.
Were they sailing from Timor to Australia?
- 3 They hadn't spent the day on their bikes.
Had they spent the day on their bikes?

▶ Refer students to the *Grammar reference* on page 28.

2a Ask students to put the verbs in the correct form of the past simple or past continuous.

Key

- | | |
|----------------|---------------|
| 1 was shining | 5 bought |
| 2 caught | 6 was looking |
| 3 was riding | 7 was snowing |
| 4 were waiting | 8 heard |

2b Students look at the words *while* and *as* in sentences 3, 6 and 8, and decide if they go with the past simple or the past continuous.

Key

past continuous

3 Students choose the best alternatives.

Key

- 1 was watching
- 2 was leaving
- 3 came
- 4 were driving
- 5 were shopping
- 6 met
- 7 were talking
- 8 were doing

4 Students write sentences in the past perfect to explain the situations. Draw students' attention to the example sentences. Students compare their answers pairs before you elicit answers from different students around the class.

Key

- 1 Because somebody had stolen it.
- 2 Because they had had the old one for 15 years.
- 3 Because I had never flown before.
- 4 Because it had snowed the night before.
- 5 Because she hadn't studied much.
- 6 Because he had lost his passport.
- 7 Because he had spent it.
- 8 Because she hadn't got to the bus stop on time.

5 Students correct the mistakes in the sentences.

Key

- 1 When everybody **(had) got** on the train, it **left** the station.
- 2 I was having lunch when my friend **called** me on my mobile.
- 3 She was running in the park **when** she saw her friend.
- 4 When I received her email, I **read** it.
- 5 When we were small, we **went** everywhere by bus.
- 6 When I **switched** the light off, I left the room.
- 7 I was making a sandwich when I **cut** my finger.
- 8 When I **(had) put** my pyjamas on, I got into bed.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Teaching large classes

One of the potential difficulties in teaching large classes is getting students to participate. Consider:

- teaching from different points in the classroom to give the students the feeling of being in the middle of the 'action' rather than an observer. Moving around the class makes the room feel smaller and encourages student involvement,
- doing regular feedback and using some of the next class or handouts to clarify points students haven't understood,
- setting up routines (weekly homework assignments of 30 minutes),
- relating what students have learned to the exam (a common goal),
- giving regular short tests and dictations,
- writing an outline on the board about what will be taught in class,
- giving fast finishers something to do or directing them to the workbook.

6 Students complete the text with the past simple or past continuous form of the verbs.

Key

- a were waiting
- b happened
- c saw
- d was carrying
- e was running
- f looked
- g appeared
- h dropped
- i didn't see
- j jumped
- k knocked
- l went
- m shouted
- n realised
- o were making

7 Individually, students prepare notes about a journey that was special to them. Remind them that they can use some of the questions for ideas and phrasal verbs connected with travel. Model the activity first by giving a personalised account of a trip that you went on that was special to you. Monitor students as they work, and help them with any language difficulties.

8 **SPEAKING** In small groups, students tell each other about their journey.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Personalised presentations

Personalised presentations by the teacher provide a model of good, natural language for the students. Listening to the teacher talking about real events and issues can be more motivating than hearing or reading about people, places or events in which they have no personal interest. This need not be a monologue – students can be encouraged to interrupt and ask questions.

Homework

- ▶ Refer students to the **Workbook, page 12**.

Lesson 4 Developing vocabulary ▶ Phrasal verbs connected with travel Listening ▶ Listening for specific information ▶ Marco Polo

Phrasal verbs connected with travel

Warmer

Write on the board: *Travelling by plane is not real travel as you don't get to see anything on the way, and you have no sense of distance or size of the Earth.* Put students in groups of three and ask them to think why someone might have written it. Then students discuss if they agree or disagree. Have a class feedback.

Extra activity

Students make a mind map of all the vocabulary they have seen so far in the unit related to the theme of travel. Provide them with posters and allow them to work in pairs or small groups

TEACHER DEVELOPMENT: STUDENT TRAINING

Recording vocabulary

Mind maps are a useful way to record vocabulary. They appeal to visual learners and help to show how words connect and relate to each other. They can also provide a very effective revision tool when students come to exam time.

1 Students read the sentences and match the phrasal verbs in bold in the sentences with the definitions a–h below. You may like to provide students with dictionaries for this task.

Key

- 1 b
- 2 h

- 3 g
- 4 f
- 5 d
- 6 e
- 7 a
- 8 c

2a PRONUNCIATION Students read the sentences and decide which of the words in bold are verbs and which are nouns.

Key

- | | |
|--------|--------|
| 1 verb | 4 noun |
| 2 noun | 5 verb |
| 3 verb | 6 noun |

2b **1.12** Play the CD for students to listen to the sentences and decide which part of the phrasal verb we usually stress. Check the answer in open class. Students then listen to the sentences again and repeat them.

Audioscript

- 1 We need to check in at 7 o'clock.
- 2 Here's the check-in desk.
- 3 What time does the plane take off?
- 4 What time is take-off?
- 5 The car didn't break down.
- 6 There is a car breakdown service.

Key

The stress in phrasal verbs is usually on the preposition. If they have a noun counterpart, however, the stress is usually on the first part.

TEACHER DEVELOPMENT: PRONUNCIATION

Word stress in phrasal verbs and their noun counterparts

All words of more than one syllable have what is called *word stress*. This means that at least one of the syllables is longer and louder than the other syllables. Often, word stress must be learned when students learn new words. However, there are some rules for word stress, such as stress in phrasal verbs and their noun counterparts.

Phrasal verbs are generally made up of a verb and a preposition. Correct word stress on the preposition is especially important if the phrasal verb has a compound noun counterpart, where the stress will be on the first part.

Note also the word stress on other pairs of two-syllable nouns and verbs, which follows the same pattern. The general rule is that the verb is usually stressed on the second syllable while the noun is usually stressed on the first, e.g. **verb:** *increase*; **noun:** *increase*.

Extra activity

Students look in their dictionaries and find more examples of phrasal verbs and their noun counterparts (*check out/checkout, print out/printout, take over/takeover, etc.*).

► **Teacher's Resource File (www.staffroom.pl):** See Unit 2 Communication worksheet *Noises in the jungle*.

Before you listen

Introduce the idea of exploration. Elicit adjectives from students to describe what kind of people are explorers. Elicit the names of some famous explorers students may know (*Magellan, Columbus, Pizarro, etc.*). Write the name *Marco Polo* on the board and ask students what they know about this famous explorer.

1 In pairs, students guess the answers to the questions.

Key

- | | |
|-----|-----|
| 1 a | 3 a |
| 2 b | 4 c |

2 **LISTENING 1.13** Play the CD for students to listen to an expert talking about Marco Polo and check their answers to 1. In a less confident class, pre-teach some of the more complex words from the listening (*exaggerate, bridge, lie, unicorn, coin, postal service*).

Audioscript

PRESENTER: On this day, back in 1254, the famous traveller Marco Polo was born. So, today on the programme, we're going to take a look at his life and work. With us is Barbara Wild, who is an expert on Marco Polo and his book 'The Description of the World'. Barbara, errr, some people think that Marco Polo invented most of his adventures in his book, 'The Description of the World', don't they? Why is that?

EXPERT: Hmm, well, the biggest reason, probably, is that Marco Polo used to exaggerate quite a lot. When he talked about the great Emperor Kublai Khan, for example, he said that he had five *thousand* elephants. Well, now it seems that he only had about five *hundred*; maximum. And when he described the biggest city in China at that time, he said it had 12,000 bridges. In fact, we now know that there were only 347! It's not surprising, then, that people sometimes call Marco Polo the 'man of a million lies'.

PRESENTER: Huh, really? Are there any other examples of things he said that aren't true?

EXPERT: Well, people usually mention the fact that Polo talked about an island with enormous unicorns. And people with the heads of dogs.

PRESENTER: Hmm, so does all this mean he didn't actually travel to China?

EXPERT: Some people say that. I don't agree though. I do think he made his journey through China and Asia, but sometimes he maybe exaggerated what he saw, and sometimes he wrote what other people told him.

PRESENTER: Actually, Marco Polo didn't write the book himself, did he?

EXPERT: No, he didn't. He was in prison in Italy and he met a writer who had already written romantic stories and fiction. So Marco Polo dictated his adventures to him and it's possible that this writer also added some fiction into Marco Polo's story.

PRESENTER: But it isn't all fiction?

EXPERT: No, no. For a start, the places and names that he mentioned in the journey are generally correct. So, where did he get this information from? Remember, no other European had gone there before him.

PRESENTER: So, what can we learn from Marco Polo's book?

EXPERT: Well, one thing that's really interesting is the contrast between life in Asia and life in Europe at that time. For example, in the thirteenth century, the Chinese used to have paper money but in Europe people only used to carry gold or coins. And Marco Polo noticed that the Chinese were very clean in comparison with Europeans, because most Europeans at that time didn't use to have baths. The Chinese also had an amazingly fast postal service to send letters. But Europe didn't have anything like that at the time.

- 3** **1.13** Play the CD again for students to correct the seven mistakes in the text.

Key

(line 2) 500 – 12 000 (line 2) (line 5) hospital – prison
 (line 2) thirty – 347 (line 2) (line 6) Europe – China
 (line 3) thousand – million (line 7) China – Europe
 (line 4) elephants – unicorns

Extra activity

Students could find out about another great explorer or find out more information about Marco Polo to tell their partner at the beginning of the next class.

Homework

▶ Refer students to the **Workbook, page 13**.

Lesson 5 Grammar in context ▶ *Used to*

Used to

Warmer

Write these sentences on the board.

- 1 Marco Polo was born in 1354.
- 2 The title of his book was 'Epic journeys around the world'.
- 3 He said the biggest city in China had 5,000 bridges.
- 4 The book was written when he was in prison in Italy.
- 5 Chinese people didn't use to have baths at that time.
- 6 The emperor of China at that time was called the Kublai Khan.
- 7 European people used to have paper money.

Divide the class into teams and give each one an imaginary amount of money. For each sentence they decide how much money they wish to bet on whether it is right or wrong (without looking in their books or notes!), and write down their bets on a piece of paper. When the answers are revealed, they get back double the money they bet if they were right and lose the money they bet if they are wrong. The team with the most money at the end of the game is winner, or you can stop when a team has lost all its cash.

Key

- 1 Incorrect: 1254
- 2 Incorrect: Description of the world
- 3 Incorrect: He said the biggest city had 12,000 bridges.
- 4 Correct
- 5 Incorrect: Europeans didn't have baths.
- 6 Correct
- 7 Incorrect: They had gold and coins.

Test before you teach

Ask students to find the negative and affirmative form of *used to* in the sentences on the board from the warmer activity. Then ask them to make questions with these sentences. Elicit when we use *used to*. If students seem familiar with the form and use of *used to*, move quickly through the *Grammar guide* section in open class.

- 1a** Students read the sentences, then match the correct halves of the rules.

Key

1 b 2 c 3 a

- 1b** Students write the negative and question form of the sentence.

Key

They didn't use to travel by horse in 1254.
 Did they use to travel by horse in 1254?

- 2** Students complete the sentences with the correct form of *used to*.

Key

- | | |
|-----------------|-----------------|
| 1 used to | 6 didn't use to |
| 2 didn't use to | 7 used to |
| 3 used to | 8 used to |
| 4 used to | 9 didn't use to |
| 5 didn't use to | 10 used to |

- 3** Students decide if the sentences describe a past habit, a single action in the past or a present habit. Students complete the sentences with the correct form of *used to*, the past simple or the present simple.

Key

- 1 went; a single action in the past
- 2 used to walk; a past habit
- 3 cycles; a present habit
- 4 didn't use to like; a past habit
- 5 was; a single action in the past
- 6 used to play; a past habit
- 7 didn't use to go; a past habit
- 8 comes; a present habit

- 4** Students look at the picture of a scene from the life of Marco Polo. Ask them to find eight historical mistakes in the picture and write as many sentences as possible, affirmative and/or negative. Direct students' attention to the example sentences.

Suggested answers

- 1 They used to drink tea. They didn't use to drink cola.
- 2 They didn't use to listen to music on MP3s.
- 3 They didn't use to play electronic games.
- 4 They didn't use to travel by plane. They used to travel on camels.
- 5 They didn't use to wear sunglasses.
- 6 They didn't use to watch TV.
- 7 They didn't use to wear jeans. They used to wear robes.
- 8 They didn't use to play football.

- 5** Students write eight questions to ask their partner about what they used to do when they were five years old.

TEACHER DEVELOPMENT: LANGUAGE

Used to

Point out to students that *used to* only exists in the past to talk about something that happened regularly or went on for

a time in the past but no longer happens. Both the past simple and *used to* can be used to describe past habits, events and states. However, we prefer *used to* when we want to emphasise repetition of actions/situations that are now finished.

You could give students some more examples:

I used to live in the country. (= Once/a long time ago I lived in the country. Now I don't.)

Sam used to spend his summer holidays in Italy. (= now he doesn't.)

Students may confuse *used to* with the verb *use* in the past (e.g. *I used my dictionary to look up the words*) so point out this difference in meaning and pronunciation. Remind students that the pronunciation of *used to* is /ju:st/ and /ju:s/ whereas the pronunciation of the past of the verb *to use* is: /ju:zd/.

- 6 SPEAKING** Students use their questions from 5 to interview their partner. Elicit the short answers for *Did you use to ...?* (Yes, I did./No, I didn't.).

7a In pairs, students make notes about how life was different in their country fifty years ago using the given topics. Walk round, monitoring students and helping them with any language difficulties they may have.

7b SPEAKING Students report back to the class with their ideas. Students could come up and write their sentences for each topic on the board. Draw students' attention to the example sentences.

Extra activity

Students expand their ideas and notes from 7a and b to write a short text using *used to/didn't use to*.

► **Teacher's Resource File (www.staffroom.pl):** See Unit 2 Grammar worksheet *What a story*.

Homework

► Refer students to the **Workbook, page 14**.

Lesson 6 Developing speaking ▶ Asking for information

Asking for information

Warmer

Divide the class into small teams. Give them a five-minute time limit to think of words connected to the unit theme of transport for each letter of the alphabet. They can look back in the unit for ideas.


Example answers

arrival, bed and breakfast, coach, destination, engine, fare, get off, horse, island, journey, kayak, lorry, miss, navigate, one-way ticket, passport, queue, return, single, train, underground, van, weather, yacht

- 1** Students look at the British train ticket and complete the information.

Key

- | | |
|-----------------------------|------------|
| 1 London | 5 Return |
| 2 Oxford | 6 Standard |
| 3 12 th May 2014 | 7 £24.20 |
| 4 one adult | |

- 2 LISTENING**  **1.14** Play the CD for students to listen to a conversation between a girl and a ticket officer and complete the information.

Audioscript

TICKET OFFICER: Good morning. Can I help you?

TEENAGE GIRL: Yes, please. Could you tell me the times of trains to Canterbury?

TICKET OFFICER: Certainly, miss. When are you travelling?

TEENAGE GIRL: Er, now.

TICKET OFFICER: Fine. Let's see. There's a train which leaves in thirty minutes, at five minutes to four and it arrives in Canterbury at five minutes past six.

TEENAGE GIRL: That's great. Is it a direct train?

TICKET OFFICER: No, I'm sorry, it isn't. There are no direct trains from Gatwick to Canterbury.

TEENAGE GIRL: I see. How many changes are there?

TICKET OFFICER: Just one. You go to London Victoria and change there.

TEENAGE GIRL: OK. Could I buy a ticket?

TICKET OFFICER: Certainly. Would you like a single or return?

TEENAGE GIRL: Sorry, I didn't catch that.

TICKET OFFICER: Would you like a single or a return?

TEENAGE GIRL: A return please.

TICKET OFFICER: When are you coming back?

TEENAGE GIRL: Next Wednesday.

TICKET OFFICER: OK. Let's see. The cheapest fare for a return ticket to Canterbury is £36.70.

TEENAGE GIRL: Right. Can I pay by credit card?

TICKET OFFICER: Certainly, miss.

TEENAGE GIRL: Oh, could you tell me which platform it is for the train to London?

TICKET OFFICER: Yes, it's platform 9.

TEENAGE GIRL: And when do I get to London Victoria?


TICKET OFFICER: Just look at the Departure screens or go to the information desk and they'll tell you.

TEENAGE GIRL: OK. Thanks a lot.

TICKET OFFICER: Thank you, and have a good journey.


Key

- | | |
|-------------------------------------|-------------------------------|
| 1 Canterbury | 5 Return, coming back on/next |
| 2 Today | Wednesday |
| 3 3.55pm | 6 £36.70 |
| 4 Change trains, at London Victoria | 7 Credit card |
| | 8 9 |

- 3**  **1.14** Play the CD again for students to choose the expressions they hear in the *Speaking Bank*.

Key

I see, OK., That's great, Right. Sorry, I didn't catch that.

- 4  **1.14** In pairs, students make a list of useful questions to ask when they want to buy a train ticket. Play the conversation in 2 again if necessary.
- 5 In pairs, students prepare the dialogue using the Guide.

Practice makes perfect

6a SPEAKING Students read the task.

6b Divide the class into two teams: A and B. All students from Team A find someone from Team B to be their partner. Students A look at page 170 and Students B look at page 169. They then role-play a conversation in the train ticket office. Remind them to use expressions from the *Speaking Bank*. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles between you and a strong student. Then ask students to read it again, changing the underlined information so that it is true for themselves.

Model dialogue

Ticket officer: Good morning. Can I help you?
Customer: Yes, please. I'd like to go to Oxford tomorrow afternoon. Could you tell me the times of trains?
Ticket officer: Sorry, did you say trains to Oakham?
Customer: No, Oxford, tomorrow at about 5 o'clock.
Ticket officer: OK. Well, there's one at 4.15, and the next one is at 5.25.
Customer: Are they both direct trains?

Ticket officer: No, I'm afraid there are no direct trains to Oxford. You go to London Victoria, then you take the underground to London Paddington, and then take another train from Paddington to Oxford.

Customer: Oh. And what time do the trains arrive in Oxford?

Ticket officer: The 4.15 train arrives in Oxford at 6.40. The 5.25 train arrives at 7.50.

Customer: OK, I'll take the 4.15 please. How much is that?

Ticket officer: Would you like a single or a return?

Customer: Return please, coming back on Saturday.

Ticket officer: OK. Let's see. The cheapest fare for a return ticket on that train is £30.

Customer: OK. How can I pay?

Ticket officer: By cash or credit card.

Customer: Here's my card.

Ticket officer: Thank you.

Customer: Oh, could you tell me which platform it is?

Ticket officer: Yes, it's platform 4.

Customer: OK. Thanks a lot.

Extra activity

Students make a mind map of all the words they can think of connected to a train station.

Homework

► Refer students to the **Workbook, page 15**.

Lesson 7 Developing writing ▶ A postcard giving emphasis

A postcard giving emphasis

Warmer

Ask students to think of words they associate with Los Angeles (*Universal Studios, Hollywood, Santa Monica beach, Bay Watch, Disneyland, the Hollywood Walk of Fame, its alternative names: L.A., City of Angels, etc.*). Ask students if they would like to visit L.A. and give reasons why or why not.

- 1 Students read Lily's postcard and decide which picture shows where Lily is. They then put the other two pictures in the order that Lily is going to visit these places. Elicit answers from students around the class.

Key

1 B 2 A 3 C

- 2 Tell students to read the postcard again and write what Lily says about the different topics.

Key

- The journey was long because they had a delay and then they had to wait to collect their bags.
- They are going to go shopping in an enormous mall near the hotel.
- Los Angeles is amazing and the weather is brilliant.
- They are going to visit Universal Studios in Hollywood the next day.

- 3 Students look at the *Writing Bank* and complete the examples with words from Lily's postcard. Explain that *so* and *such* make the meaning of the adjective stronger, and that *do*, *does*, *did* are used here for emotive or contrastive emphasis. We do not usually use them in an affirmative sentence.

Key

journey, long, an amazing place, have time, appear

- 4 Ask students to make the sentences more emphatic by using the words given.

Key

- What a busy city!
- It was such an awful flight!
- We were so tired when we arrived.
- I do love Paris.
- We did have a good time.
- We were so happy to get back.
- What a great holiday!
- It's such a fantastic place for shopping.
- We do wish you were here.
- It did rain a lot yesterday.

TEACHER DEVELOPMENT: PRONUNCIATION

Emphasis on *do/does*

When we are using the auxiliaries *do* and *does* for contrastive or emotive emphasis like this, we give them extra stress to make them sound louder, longer or higher in tone. When you see the words used in this way in print, they will normally be in italics or bold type or in capital letters. Drill the sentences with extra word stress on *do* and *does*, and have students practise in pairs.

- 5 Students choose an amazing holiday destination and make notes for a postcard. Tell them to use the questions to give them ideas.

Practice makes perfect

- 6a Students read the task.
- 6b Students use their notes from 5 to write their postcard. Remind them to use the expressions from the *Writing Bank* to add emphasis and interest.
- For students who are less confident, photocopy the model text for extra support during the writing task.

Model text



Hi Sam!

I can't believe it! What a beautiful place. Here we are in Peru ... finally! We had a big delay at Cusco airport and it took ages to get our luggage, but we are here! We're staying in Cusco tonight. We're going to visit the Qoricancha (temple of the sun) and the Cathedral. Tomorrow, we're going on a three-hour train journey to Aguas Calientes, about 25 minutes from the incredible Macchu Picchu. I can't wait to get on the Inca Trail! I think we paid too much money to the taxi-driver, but things like that always happen on the first day in a new place.

Anyway, we'll stay there for a few days, so I'll write to you again soon!

Wish you were here!

Susie

Extra activity

In pairs, students check each other's writing and comment on things they think their partner could improve on or expand on. If you have the examination criteria for marking writing, give students a copy and ask them to grade each other's work.

Homework

- Refer students to the **Workbook**, page 16.

Self-check Unit 2 ▸ Grammar revision ▸ Vocabulary revision

► Grammar revision

Past simple and past continuous

- 1 Students choose the correct alternative.

Key

- | | |
|---------------|-----------------|
| 1 stopped | 5 were crying |
| 2 was waiting | 6 were watching |
| 3 put | 7 dropped |
| 4 got | |

Past simple and past perfect

- 2 Students decide which action happened first and then join the two sentences with a time expression. They should remember to put one of the verbs in past perfect.

Key

- started driving after she had got into the car.
- he had finished using the computer, he switched it off.
- bought their tickets after they had gone into the cinema.
- she had done her homework, she went to bed.
- the police had identified the criminal, they arrested him.
- we had eaten our meal, we paid the bill.
- went into the house after they had unlocked the door.

Used to

- 3a Students match the correct halves of the sentences.

Key

- | | |
|-----|-----|
| 1 c | 3 d |
| 2 a | 4 b |

- 3b Students write the question with the correct form of *used to* and then answer the question.

Key

Question: Did you use to wear jeans when you were 5?
Answer: No, I didn't. I used to wear dresses./Yes, I did.

► Vocabulary revision

Transport and travel

- 1 Students write the words for the definitions.

Key

- | | |
|------------|----------|
| 1 coach | 5 ferry |
| 2 platform | 6 return |
| 3 delay | 7 miss |
| 4 fare | 8 cancel |

Accommodation

2 Students name the types of accommodation.

Key

- | | |
|---------------------|----------------|
| 1 motel | 4 tent |
| 2 bed and breakfast | 5 caravan |
| 3 campsite | 6 youth hostel |

Phrasal verbs connected with travel

3 Students choose the correct alternative.

Key

- | | |
|-------|--------|
| 1 in | 4 into |
| 2 off | 5 down |
| 3 in | 6 away |

You can do the Unit 2 tests (www.staffroom.pl) and a progress test in the Workbook, page 92.

Gateway to success Unit 2 ▶ Część ustna – zadanie 1

Warmer

Say one sentence at a time about your travelling plans and invite students to react to it. Elicit ideas from around the class (e.g. Teacher: *I'm flying to Paris next week.* Student 1: *Really?* Student 2: *How long for?* Student 3: *Fantastic! Paris is a wonderful city!*).

1 Students read the task and choose the correct words. They translate the expressions into Polish. Check the answers with the class. You may ask students if they know any other expressions for starting a conversation.

Key

- 1 ask; Przepraszam, czy mogę cię o coś zapytać?
- 2 talk; Czy mogę z tobą chwilę porozmawiać?
- 3 have; Czy możemy zamienić słowo?


2 Students match the headings with the correct places in the table. Check the answers with the class.

Key

- 1 Showing interest
- 2 Expressing feelings
- 3 Gaining time

Extra activity

Divide the class into two teams. Write one of the expressions from 2 on a sheet of paper and show it to one team only. Each member of the team has to come up with a sentence to which the expression could be a natural reaction, e.g. The teacher shows: *What a pity!* Students say: *I'm afraid I can't go on holiday with you;* *My flight to London has just been cancelled,* etc. The members of the other team listen to the sentences and try to guess the expression. If they guess correctly, they score a point.

3 **LISTENING**  1.15 Students read the task and complete the text with the expressions from 1 and 2. Play the CD twice. Students listen and check their answers.

Audioscript

- A:** Can I have a word with you?
B: Yeah, sure. What's up?
A: I'm planning to go away for a week and I was wondering if you would like to join me.
B: I'd love to.
A: How about next Monday?
B: I've got a dentist appointment on Tuesday, so I can't set off on Monday.

A: What a pity! How about Wednesday?

B: Wednesday's fine by me.

A: Good. So, where shall we go?

B: I'd like to go to a big city, like Budapest, for example.

A: Really?

B: Yes, why not? Budapest's great! There's so much to do there. Have you ever been to Budapest?

A: No, I haven't, but I guess it's not that much different from Warsaw. I suppose it's loud and busy. To tell you the truth, I was thinking of going to the mountains.

B: Oh no! The mountains are boring.

A: I'm afraid I can't agree with you.

B: So, what can we do in the mountains?

A: Hmm, let me think... We can take pictures of the incredible views, eat good food, and meet new people.

B: OK, you've convinced me. Let's go to the Tatra Mountains then.

A: Fantastic! How are we going to get there?

B: I'll drive us! I passed my driving test two weeks ago!

A: Wow! Congratulations! But are you sure you can drive such a long way?

B: Yeah, no problem. It can't be that difficult, can it?

A: Peter, I'm not sure about that. I'd rather go by train.

B: Why?

A: I think it'd be safer and more comfortable.

B: Yes, you're right.

Key

- 1 Can I have a word with you?
- 2 What a pity!
- 3 Good.
- 4 Really?
- 5 Oh no!
- 6 Let me think.
- 7 Fantastic!
- 8 Wow!

Extra activity

In pairs, students say which place (Budapest or the Tatra Mountains) they would rather go to and why. Get a class feedback.

4 Students analyse the TIP and read the task. Students read the conversation in 3 and look for two Yes/No questions. Ask

pairs of students to read out the questions and the answers to the class. Students write full answers to questions 1–2 using the prompts, and to questions 3–4, using their own ideas. Check the answers with the class. Then, students read the TIP and choose the correct responses. Elicit why the other responses are inappropriate (*they are impolite*).

Key

Have you ever been to Budapest?
No, I haven't, but I guess it's not that much different from Warsaw. I suppose it's loud and busy.
But are you sure you can drive such a long way?
Yeah, no problem. It can't be that difficult, can it?

- 1 On Saturday, I'm going to the cinema with a friend. We're going to watch a new action film. On Sunday morning, I'm taking my younger brother to the zoo.
- 2 I've got a lot of homework, and I have to study for a history test on Monday.
- 3 No, I haven't and I'm not going to. I think sleeping in a tent must be really uncomfortable because you don't have a proper bed and there is very little space.
- 4 I often travel by train and think it's much safer and more comfortable than travelling by car.

TIP 1 A 2 B 3 B


- 5 Students read the text in 3 again and, in their notebooks, fill in the table with the expressions in bold. Check the answers with the class. Tell students to think of at least one more expression for each of the categories. Let students compare their expressions in pairs and get a class feedback.

Key

Agreeing: Yes, you're right.
Disagreeing: I'm afraid I can't agree with you, I'm not sure about that.
Accepting (an offer, explanation etc.): I'd love to, Wednesday's fine by me., OK, you've convinced me.

Suggested answers

Agreeing: I agree; Absolutely! Exactly; I suppose so.
Disagreeing: I see what you mean, but ...; I have to disagree, because ...
Accepting: That'd be great/lovely; Sure, why not?; Sounds good to me.

- 6 **LISTENING**  **1.16** Students read the exam task. Allow some time for preparation. Students do the exam task in pairs, swapping roles once.

- * You may play the CD for students to listen to the model answer:
- before they start doing the task to provide them with a good example to copy,
 - after they have finished doing the task to check and discuss whether they have done it correctly,
 - after they have done the task with one partner and before they continue in new pairs.

Audioscript and Model answer

- STUDENT B:** Hi Peter. Paul told me you were looking for me.
STUDENT A: Yes, I'd like to talk to you about the camp you went to last summer. It was in Italy, wasn't it?
STUDENT B: Yes, that's right. Have you ever been to Italy?
STUDENT A: No, I haven't, but I'd love to go this year. I've heard a lot of good things about Italy. Perhaps I can go to the same camp you went to.
STUDENT B: What exactly would you like to know?
STUDENT A: Well, for example, what was the accommodation like? Did you stay in a hotel?
STUDENT B: No, we didn't. We stayed in tents.
STUDENT A: In tents? Oh no!
STUDENT B: Sleeping in a tent is great, believe me. You'll enjoy it!
STUDENT A: I'm not so sure about that. What about the food? Did you eat in restaurants?
STUDENT B: No. There was a kitchen in one of the tents, where the cooks prepared our meals. By the way, do you like Italian food?
STUDENT A: It depends. I like pizza, but I'm not really fond of pasta.
STUDENT B: I see. Don't worry, they didn't serve that much pasta.
STUDENT A: Good. Can you tell me if there were any activities?
STUDENT B: What do you mean?
STUDENT A: I mean sports and leisure activities.
STUDENT B: You'll have a lot to do. There are two swimming pools on the campsite, and a tennis and a volleyball court.
STUDENT A: Great. I'll go swimming in the morning, play volleyball in the afternoon, and tennis in the evening.
STUDENT B: I'm afraid it may be too hot to play volleyball in the afternoon. Sometimes it gets over 35 degrees!
STUDENT A: You're right. I haven't really thought about that. Anyway, what about sightseeing? Did you visit many interesting places?
STUDENT B: Yes, of course. We went to Venice, which is amazing! We also visited Verona and Ravenna. So, when exactly are you planning to go?
STUDENT A: Urm, well, I haven't decided yet.

Homework

- Refer students to the **Workbook, page 17**.

Gateway to success Unit 2 ▶ Mówienie – zestaw zadań

Zadanie 1. (4 minuty)

- A:** Carrie, would you like to go to the seaside with me and my friends? We are planning to go for a week to Jastarnia.
B: Yes, I heard you talking to your parents about that. Where exactly are you going to stay?

- A:** We'd like to stay at a campsite which is situated on the bay, not far from Jastarnia. It's on the peninsula so it's got the bay on one side and the Baltic sea on the other.
B: Have you ever been there?
A: No, I haven't, but Krzysiek, one of my friends, goes there every year. He's into water sports, you know. He says it's a great place with lots

of young people from all over Poland. I have a tent so you could stay with me.

B: *That's a great idea*, thanks. Are you going to cook there or eat out?

A: Well, it depends on the money. I'd prefer to have meals in bars or fast food places. I'm not very good at cooking, I'm afraid none of us is. Can you cook?

B: Not much, *to tell the truth* and I'd rather not cook on my holiday. But that place is a popular resort, right? Don't you think it's going to be quite expensive in the middle of the summer holidays?

A: Well, maybe, but we can always do the shopping in big supermarkets and prepare breakfasts and suppers on our own. Talking about money, campsites in Poland are not as expensive as in Britain, so I think we can afford that.

B: How much do you think we'll need to pay for the campsite?

A: I think last year it was 12 zł per person and 12 zł for a small tent.

B: Yes, it's not so bad. And how much will the journey cost?

A: We were thinking of hitchhiking, to save money, you know. Or trying to buy tickets for one of those long-distance coaches in advance, they're usually cheaper that way.

B: No way am I going with you in that case. I might feel sick on a coach, especially when it's a long journey. *Why don't we* take a train?

A: We thought we could save some money as trains are quite expensive. Why don't you go by train and we can meet there?

B: That sounds like a good idea. So I should start saving money now, right?

A: Exactly!

Zadanie 2. (3 minuty)

Uczeń A

In the picture I can see a group of people camping. *It looks like* they are in the hills, so it's not a big campsite in a tourist resort. There are only three small tents there and about six or seven people. I think they are resting after a long walk or trek. They are chatting to each other. Three people are lying in their tents, the others are sitting. They've made a small fire and I think that those two people in the foreground are preparing some meal. I believe it must be quite cold as they are all wearing their fleece jackets. In the background I can see green hills but they are not very high.

1. How are the people feeling and why?

It seems to me that the people are feeling relaxed and satisfied. They don't look tired at all. Maybe their walk wasn't very long, or maybe this is the first day of their trip. I'm quite sure they like this kind of activity, as they seem really peaceful and happy. So, I suppose they like being active, and they also like being with each other. I think they are a group of friends who share the same passion.

2. What are the advantages and disadvantages of staying at a campsite?

The biggest advantage of staying at a campsite is money - it's much cheaper than staying in a guesthouse or a hotel. You are also close to other people all the time so you can make friends really easily. However, your neighbours may be noisy, or have small children who wake up early, or listen to some noisy music you don't like. Another thing I don't like about campsites is the lack of your own bathroom. The bathrooms at campsites are often crowded and you have to wait to have a shower, which I hate.

3. Describe the last time you or your friends slept in a tent.

My friend Kasia stayed in a tent at a campsite in Rowy last summer with her best friend. She told me that at the beginning she didn't like it because there was a group of people nearby who would sit late into the night, sing songs, talk loudly and then sleep until 11 while Kasia likes to get up early. But when they moved to another part of the campsite, it was okay, they made friends with some girls from the Czech Republic, and they had a really good time together. *So, all in all*, it was okay. I think I'd like to join her next year.

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Uczeń B

The picture shows two people, a woman and a man, who are walking or trekking in the mountains. The mountains don't look very high, but they're not small hills, either. They are both wearing special shoes and rucksacks on their backs. I can't see the man's face, but I think the woman's smiling, so she must be enjoying the walk. They are alone on their path, so it must be quite a lonely place, not a very popular tourist track.

1. Do you think the people are well-prepared for walking in the mountains? Why?/Why not?

It seems to me that the people are well-prepared for their walk. They are both wearing good boots - they look well-worn so probably they walk a lot. They're also wearing special protective gear over the shoes, which is probably waterproof, and long, thick socks. The woman is wearing a scarf on her head, and the man - a cap, so they're well protected from the sun. She is also wearing sunglasses. The man is using two walking sticks to help him walk. So, I think they are really well prepared.

2. What areas or places are best visited on foot?

If you ask me, everywhere I go is best visited on foot. I like walking around the towns or cities I visit. In this way I can really see the buildings, appreciate the architecture and soak up the place's atmosphere. While walking you can notice a lot of things about how people live and maybe even get to know some locals. If I use a car I feel separated from the place and its inhabitants.

3. Tell us about the last time you or your friends took a long walk or hike to visit some place.

Last year we were on a class trip in Zakopane and we took a walk to Morskie Oko. The walk itself wasn't really very demanding, as this is more like a road than a mountain track, so it was okay. You don't have to be particularly fit to get there. The views around Morskie Oko are breathtaking, and I really enjoyed the mountain tops around me. However, I couldn't appreciate it fully because the place was crowded with tourists. At times, it was even difficult to walk along the path or find a place to sit. *Personally, I think that* they should do something about it, maybe limit the number of people who want to visit the lake.

Zadanie 3. (5 minut)

I reckon I'd choose the third option. In my opinion, if you have to move around my town with a small child, taxi is the best option. *First of all*, you are independent and can order a taxi any time. As our town isn't very big, taking a taxi isn't very expensive. *Secondly*, it's also more convenient as you don't have to stick to a bus timetable, and it's more comfortable especially when there's a child involved. Cycling and taking a bus are not the options I would choose. Cycling is not a good idea as there are not many cycle paths in my town and it could even be dangerous, especially with a child. Also, cycling is pleasant and nice in spring and summer, but in autumn and winter it may be too cold and wet. As for buses and public transport in general, it's quite reliable and rather cheap where I live, but sometimes you have to wait a long time, especially during the weekends, when they don't run too often. During week days they're usually crowded, especially in the morning and late afternoon, when people travel to and from school and work. To sum up, in their case, taxis seem the best idea.

1. Is it a good idea to learn a lot before you go somewhere, or is it a waste of time? Why?

Generally speaking, I think it is a good idea to know something about the place you're going to, especially if you're planning to stay there for a longer time. People usually visit the most well-known tourist places in the region and may not know about less well known attractions. I'm keen on engineering and public transport, so I always check if there's anything

interesting related to my hobby in a given place. When I was in Cracow, I visited the City Engineering Museum, which I liked very much. It used to be a tram depot in the past. If I hadn't read about it before going on my trip, I probably wouldn't have visited it, because it's not the most popular tourist attraction in Cracow.

2. Would you prefer to stay in one place for two weeks, or see different places within this time? Why?

Well, I guess it depends. I like travelling and visiting new places, so I usually prefer to see a lot of different places when I'm on holiday.

When I go somewhere with my parents, we usually try to do as much sightseeing as possible. My mum likes art galleries so we choose interesting exhibitions.

I prefer seeing old buildings, beautiful architecture so I walk a lot round the place. However, last year, when we went to Turkey, it was great to enjoy swimming and diving in the warm sea so we spent a week on the beach, not going anywhere. Therefore, *I suppose it all depends on* where you're going and what you like doing on holiday.

▶ Znajomość środków językowych

Parafraza fragmentów zdań – wybór wielokrotny

- 1** Students complete the sentences with one of the options (A–C), which has the same meaning as the phrase/sentence in bold. Write the answers in your notebook.

Key

- | | |
|------------|------------|
| 1 B | 4 A |
| 2 C | 5 C |
| 3 A | |

Słownictwo

- 2** Students choose the words from the box to complete the gaps (1–4). Tell them they may have to change the form of the word and that there are three words they do not need to use.

Key

- | | |
|--------------------|-----------------------|
| 1 treatment | 3 involved |
| 2 visiting | 4 participants |

▶ Vocabulary plus

- 1a** Students match the words given with the correct categories (1–3). Remind them that some of them may belong to more than one category.

Key

- arrive – 3
- book – 3
- camper van – 1, 2
- caravan – 1, 2
- check out – 3
- coach – 2
- cruiser – 1, 2
- depart – 3

- ferry – 2
- fly – 3
- get on – 3
- hitchhike – 3
- houseboat – 1, 2
- log cabin – 1
- raft – 2
- rent – 3
- set off – 3
- take off – 3
- train – 2
- villa – 1
- youth hostel – 1

- 1b** Students match the verbs from the category 3 in exercise 1a with the words/phrases below to make collocations. Two verbs do not match any phrases.

Key

- 1** rent
- 2** arrive
- 3** check out
- 4** get on
- 5** book
- 6** depart/set off
- 7** fly
- 8** set off

- 2** Students complete the sentences with phrasal verbs made from the verbs and prepositions in the boxes. They put the verbs in the correct form.

Key

- 1** set out/set off
- 2** touched down/got off
- 3** check in
- 4** gets in
- 5** lift off
- 6** called off

Warmer

On the board write: *one week, one month, three months, one year*. Ask students to work in pairs and talk about how long you need to stay in a foreign country to really get to know what life is like there. Tell them to choose one of the options on the board. Have a class feedback. You may have a class discussion during which students will try to convince one another that they are right.

▶ Rozumienie tekstów pisanych

Pointer

Students analyse the pointer. Elicit what linking words students know, and what pronouns they might encounter in the text.

Extra activity

Tell students to cover the text in 1. Write the title on the board: *Iceland for 91 days* and elicit from students what the text might be about. Prepare as many small pieces of paper as there are pairs in class. On each of them write: *before/after A, B, C, D or E*. Tell students that each pair is going to write two sentences which they think might precede or follow the fragment given. Pairs pick pieces of paper and write their sentences. Selected pairs read out their sentences and the other students have to guess which fragment A–E they picked.

- 1 Tell students to read the task carefully. Students read the text and match the gaps (1.1.–1.3.) with the missing sentences (A–E) so that the text is logical and coherent. Remind students that there are two sentences that they do not need to use. Ask students to compare their answers in pairs and discuss any differences. Have a class feedback. Ask students which words in the sentences before and after each gap helped them choose the correct answers.

Key

- 1.1. E
- 1.2. C
- 1.3. A

niewykorzystane zdania: B i D


▶ Rozumienie ze słuchu

Pointer

Students analyse the pointer. You can check if they understand the expressions used to talk about facts and opinions or to ask them to write sample sentences with these words.

Extra activity

On the board write: *According to a popular belief, exercise always makes people lose weight*. Elicit if the sentence expresses an opinion or gives a fact (this is an opinion). Ask students to work in pairs. Tell them to write three sentences expressing opinions or giving facts. Ask them to make the sentences as complicated as possible. When students finish writing, put them in groups of six. Each pair reads out their sentences and the other students have to decide if they have heard an opinion or a fact.

- 2  1.17 Students read the task. Play the recording. Students listen and choose the correct answer A–C for each question

2.1.–2.3. Let students compare their answers in pairs. Play the recording again. Have a class feedback.

AUDIOSCRIPT

1 Hi, I'm Tom, thanks for inviting me here. Before I show you the slides from my last journey and you get a chance to ask me questions, I want to tell you one thing. You should travel young, as soon as you leave school or college. When I was young and my teachers were telling me that, I didn't listen. Now that I'm almost forty, I know they were right. After college, I spent about eight years working as a manager in a big corporation, but I quit and started to travel. I've been to various places in the world, but I like Asia the most. I didn't want to come back to the States, so I started working in tourism and now I look after groups of trekkers who come to Asia, mostly India. But you can see the world now, just when you're about to finish school. Travel changes your life forever. Seeing the nature in New Zealand in photos is not the same as seeing it with your own eyes, feeling it, experiencing it with all your senses. It'll make you a better person, more tolerant and more open-minded. You'll learn to respect nature and other cultures.

PRESENTER: So, Mandy, we know you've been to different places and you like to travel by train, like the Palace on Wheels in India. Was it the most comfortable train you've travelled on?

MANDY: Well, it was definitely unusual, with music and dance performances, but I have to admit that for me the most luxurious and exotic was the Blue Train, from Cape Town to Pretoria, in South Africa.

2 **PRESENTER:** How long is that journey?

MANDY: It takes 27 hours but it's just ... amazing. If you can afford it, of course. But if you can, you get your own beautifully furnished en-suite cabin marbled tiles and gold fittings, a private butler, a choice of snacks, and of course gourmet meals prepared by international chefs. You can also enjoy a cool drink in a club car with a library. Basically, you feel like a princess. You're sitting in this luxurious car at a desk, looking through the panoramic window, and look at the magnificent views of South Africa. And you get it all for just under 2,500 \$ in high season!

PRESENTER: Wow! I wonder if my editor would send me on that trip.

MANDY: Well, if you want to travel with kings, presidents and the like, you have to pay, but lots of people are willing to pay. You pay for the luxury, the magic, the sophistication. And that is costly.

3 **PRESENTER:** Today, I'm talking to doctor Grace Philips of California Phobia Centre. So, Grace, is it true that the fear of flying is the first biggest phobia in the US? I've heard of over 25 million people suffering from it.

GRACE: Well, actually, it's the second. Public speaking is the first.

PRESENTER: Really? I know you can learn how to speak in public, can you do the same with the fear of flying?

GRACE: We have numerous studies to show that it's one of the most difficult phobias to unlearn, but we believe you can take some steps to alleviate flight anxiety. In our centre, we established a 10-step-programme of fighting with your fear. Let's be realistic, you may not be able to make your phobia disappear, but hopefully you'll be able to get on the plane and fly to your dream destinations. Personally, I think some of the steps are really common sense, like deep breathing and avoiding coffee before or during the flight. Also, have something that will distract you, for example a book you've started reading or a TV series you really enjoy and can watch on your laptop.

Key

- 2.1. C
- 2.2. B
- 2.3. C

Extra activity

Divide students into two groups, A and B. Students work in pairs. Tell a student from group A to talk about the advantages of travelling around a country on a luxurious train as mentioned in

the recording, and group B - about the disadvantages. Have a class discussion and decide whether there are more advantages or disadvantages.

Test checkpoint *Units 1–2* Lesson 1 ▶ Wypowiedź pisemna ▶ Mówienie

▶ Wypowiedź pisemna

Pointer

Students analyse the pointer. You may elicit from students how they can link the information they are going to write for each bullet.

Extra activity

Ask students to work in pairs and write down their ideas for each of the four points in the task. Tell them to think about the grammatical structures and the vocabulary they are going to use in each point, e.g.: *poinformujesz go, dokąd wyjechałeś/ wyjechałaś i jak długo trwała wycieczka* - past simple to talk about the trip and talk about when you came back, vocabulary: *trip, excursion, to last*. Have a class feedback. You may write some of students' ideas on the board.

- 3 Students read the task. Remind them to make a detailed plan of what they are going to write. They write their emails. Remind students to check if they have included information addressing all the four points described in the task. Tell them to check what they have written for mistakes in grammar, vocabulary, spelling and cohesion.

Model text



Hi, Harry,

How are you? I've just come back from a school trip and I'm writing to tell you about it.

We went to Berlin. My class has an extended social sciences programme, so our aim was to visit the Reichstag, the seat of the German Parliament. The trip lasted four days but we managed to see quite a lot. The most spectacular place we visited was the dome of the Reichstag Building with a beautiful view of Berlin. We also visited some museums and walked a lot. The trip was great, but I came back home really exhausted with all that walking! We also had hardly any time to do some shopping.

Anyway, why don't you take a trip – not to Berlin, of course, but to Poland, and come to stay with me for the Easter break? We could do some sightseeing here, or maybe go to the mountains.

That's it for now.

Write soon!

XYZ

▶ Mówienie

Pointer

Students analyse the pointer. You may elicit from students if they know what turn-taking is and how turn-taking should look when they do the task.

Extra practice 1

Ask students to look at the four points in the speech bubbles and write down one sentence which they could use to start talking about a given point, and one question which they might ask if they were the examiner, e.g.: *Tradycje obchodzenia uroczystości rodzinnych w Twojej rodzinie: In my family, we usually have big celebrations connected with weddings and Christmas. How do you usually celebrate birthdays in your family?; Twoje relacje z kuzynką: My cousin has lived in Ireland since I was a small child, so I don't know her very well; When was the last time you talked to your cousin?* Put students in pairs and ask them to act out mini conversations with one student starting with his/her sentence and the other asking his/her question. Then students swap roles.

Extra practice 2

Ask students to read the four points in the instructions for Student B and write down two things they might say for each point. Put students in pairs and have them act out mini conversations starting with their sentences and questions.

- 4 Put students in pairs. Students read the task. Allow some time for preparation. Students do the exam task in pairs. Monitor the activity and help if necessary. Time the activity: if you think students are going to finish early, encourage them to keep talking. If there are any fast finishers, tell them to swap partners. Ask two pairs of volunteers to act out their conversations in front of the class.

'Can Do' Progress Check

- 1 Tell students to be honest while doing 'Can Do' Progress Check. Students read the statements and assess their own skills and knowledge. If you want students to compare their answers in pairs, or present them to the rest of the class, ask them first if they are willing to do so; if not, don't insist on this. You may also ask students to add 1–2 can-do statements of their own.
- 2 In pairs, students discuss how they can improve their English. Ask different pairs to report their ideas to the rest of the class. Find out whether students find other pairs' ideas useful

Homework

- ▶ Refer students to the **Workbook, pages 18–19**.