


# 10 TRAVEL

## WORDS FOR UNIT 10

### Aim

to introduce the theme of the lesson and practise a set of key, useful vocabulary using photos

**1** Organise the class into pairs to match the phrases to the photos. Elicit the first match to get them started (photo 1 is *a lovely pool*). Go round the room and check students are doing the task and prompt if necessary. Depending on how much they know, students may need help with a dictionary or teacher translation to do the exercise. See Unit 1 for further suggestions.

**2**  Play the recording so that students can check their answers. Let them check again with their partner after they have listened once.

- Play the recording again. This time, ask students to repeat the words. If students have problems saying any of the words, model the words yourself, and encourage students to try again. Write up some of the long, difficult words on the board, and mark the stress (see language notes below).

### 70 and answers

- 1 a lovely pool
- 2 a lot of crime
- 3 get off the train
- 4 go to the gym
- 5 get in the car
- 6 an animal on the line
- 7 vote for it
- 8 charge for the motorway
- 9 wait on the platform
- 10 pay in cash
- 11 get a haircut
- 12 cycle in a bike lane
- 13 watch a live band
- 14 travel first class
- 15 taste delicious
- 16 park the car
- 17 change money

**3** Mix the pairs so that students are working with someone new. Ask students to take turns to test each other. The best way to instruct this task is to act it out with a reliable student. Go round the room and check students are doing the task and help if necessary.

- Use the feedback time to correct any errors students made, or to point out the pronunciation of any words students found hard to say.

**Optional extra activity** End this stage by asking your students to say which photos they liked and why. Alternatively, ask students to work in pairs to find other words they recognise in the photos. Students may well know or guess quite a lot of words. There is no need to check or teach these words, but you could select five or six of the more useful words they say to write up on the board.

## Teacher development: brainstorming

At this level, students have to learn a lot of words, and it is easy to forget words, especially if students are not doing much homework, study or practice between lessons. Brainstorming words from pictures is a way of getting students to remember and recycle language they have previously learned. Here are two ideas.

- 1 At the start of the lesson, ask students in pairs to look at the photos but not the box of words in Exercise 1. They have two minutes to brainstorm as many words and phrases as they can think of connected with the photos. In feedback, find out who has the longest or best list.
- 2 At the end, ask pairs to choose one photo and make sentences about it. Tell them they can express facts and opinions. So, for photo 4, students might say:  
*People are doing exercise in the gym. They are jogging. You can only see their legs. I don't do a lot of exercise. My nearest gym is in the city centre, etc.*

## Background language notes for teachers

You could point out *get in / out of a car* but *get on / off a bus or train*. Notice how we use *on*: *on the line, on the platform, on the motorway*.

- Note that the phrase in the box is *cycle in a bike lane*, but *on a bike lane* would also be quite normal.
- Note the strong stress is on the first syllable of all the words except *delicious*.

## WHEN'S THE NEXT TRAIN? Student's Book pages 88–89

### Communicative outcomes

In this two-page spread, students will practise telling the time and buying tickets at train stations.

### VOCABULARY Trains and stations

#### Aim

to introduce and practise words and phrases used at a train station

**1** Elicit the first answer from the students to get them started (*a train company worker is asking which ticket a passenger wants*). Then organise the class into pairs to discuss who usually says each question. Elicit and discuss answers in feedback, and check the words in bold. Encourage students to try to guess words from the context or their own knowledge. Let them use dictionaries to check.

#### Answers

1 T 2 P 3 P 4 P 5 P 6 P 7 T 8 P

**Optional extra activity** Before doing Exercise 1, ask students to look at the photo and brainstorm as many words or phrases as they can. Write them up on the board for students to refer to later.

### Culture notes

The photo shows London Waterloo railway station. There are lots of useful words you could elicit from it: *station, timetable, toilets, information desk, Way Out, Underground, bus station, noticeboard, passengers, platforms, shops*.

**2** Elicit the first answer to get students started. Ask students to match the questions and answers individually before comparing their answers with a partner.

#### Answers

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

### Background language notes for teachers

*single ticket* = one way

*return ticket* = there and back

*discount* = lower price, or money off the full price

*platform* = where you stand to wait for the train (e.g. Platform 5)

*direct* = a train that goes to the station you want – you don't have to change train

*a delay* = when the train is late

*cash* = money (compared to a credit or debit card, or a cheque)

*line* = the tracks the trains go on

*first-class* = the best and most expensive ticket (compare *standard* or *economy*)

• Note the strong stress is on the first syllable of all the words except *delay*.


**3** Organise the class into pairs to practise. Monitor and note how well students understand, use and pronounce the phrases. In feedback, check the meaning and pronunciation of any words students had problems with.

**Optional extra activity** After students have practised saying the questions and answers in pairs, write the words in bold in the exercise on the board. Ask students to close books and try to remember or improvise questions and answers including the words on the board.

### LISTENING

#### Aim

to help train students to listen for specific information and words

**4**  **71** Start by setting up the situation. Ask students to read the questions and check any words, then predict possible answers. Make sure students know there will be one conversation in a station.

• Play the recording. Let students compare answers in pairs. In feedback, elicit answers from the students.

#### Answers

1 two second-class singles  
2 €27.10 each  
3 by Visa (credit or debit card)  
4 12.25  
5 platform 6

#### 71

A Hello. I'm sorry. Do you speak English?

B: Of course. How can I help?

A: Hi. We'd like two tickets to Groningen, please.

B: Groningen. Certainly. Travelling today?

A: If possible, please, yes.

B: No problem. The next train is at twelve twenty-five, so you have lots of time.

A: Good.

B: A single or return?

A: Return, I think, but we're not sure when we're going to come back.

B: Ah, so it's probably best to buy two singles. Return tickets only last one day.

A: Oh, OK. How much are the single tickets?

B: First class is fifty-two Euros fifty and second class is twenty-seven Euros ten.

A: Two second class is fine, thank you.

B: That's fifty-four Euros and twenty cents, please. How would you like to pay?

A: Is Visa OK?

B: Yes, of course. Please enter your PIN. Great. Thank you.


A: Thank you. What platform does the train leave from?

B: You need platform six, and you have to change at Hilversum.

A: Oh, really? It's not direct?

B: No, there are no direct trains to Groningen from here.

- A: I see. How long does the journey take?  
 B: It's about two and a half hours in total. You have to wait thirty minutes in Hilversum. You arrive around three o'clock.  
 A: OK. And it's platform six, yes?  
 B: Yes, platform six at twelve twenty-five.  
 A: OK. Thanks for your help.  
 C: Did you get the tickets OK?  
 A: Yes, it's at twenty-five past twelve. What time is it now? Do we have time for a coffee?  
 C: Yeah – plenty of time. It's quarter to twelve.

**5**  **71** Ask students to read the sentences and complete as many as they can.

- When students are ready, play the recording again. Let students compare their answers in pairs. In feedback, elicit answers from the students. At the end, you may wish to allow students to look at the audio script on page 206 to check answers.

#### Answers

- |         |          |
|---------|----------|
| 1 How   | 5 change |
| 2 next  | 6 take   |
| 3 best  | 7 arrive |
| 4 enter | 8 help   |

**Optional extra activity** Write the sentences below on the board. Ask students to translate them into their own language. Then ask them to translate them back into English and compare the English to the original.

*How long does the journey take?*

*The drive usually takes about an hour and a half.*

*It usually takes me half an hour on the train.*

*It took me three hours to get here today!*

**6** Organise the class into groups of four or five to discuss the questions. In feedback, elicit any interesting views, and check the meaning and pronunciation of any words students had problems with.

**Optional extra activity** Do a live listening. Describe a favourite train journey you once took. Ask students to listen and think of a question to ask you about it at the end.

## DEVELOPING CONVERSATIONS

### Telling the time

#### Aim

**to introduce and practise ways of telling the time**

**7** Read through the information in the box as a class.

- Ask students to match the times to the pictures. Elicit the first match as an example to get students started. Let students compare their ideas in pairs.

#### Answers

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

## Background language notes for teachers

- In formal situations, such as train announcements, times are usually said *two thirty*, *three forty-five*, etc.
- In less formal situations, both ways of saying times are used interchangeably, i.e. *two thirty* or *half past two*.
- Other languages have very different ways of saying times (e.g. *half before eight*, instead of *half past eight*), so don't assume that the English way of saying times is natural for students.
- Students should learn that we say *five past*, *ten past*, *quarter past*, etc. until *half past*, but then switch to *to*, so *twenty-five past nine*, *half past nine*, then *twenty-five to ten*.
- If we are being very specific about time, we say *nine twenty-seven* (9.27) not *twenty-seven past nine*.
- Native speakers generally say, for example, *It's quarter to four*, but note that that *It's a quarter to four* is also possible.
- The 'o' in *o'clock* is usually unstressed and reduced to a weak /ə/ sound.
- The words *half*, *quarter* and the times are generally stressed: *It's quarter to seven*.

**Optional extra activity** Do a whole-class drill before asking students to work in pairs in Exercise 8. This helps to reinforce form and practise pronunciation. You could take in a kitchen clock, with hands that are easy to move, or a cardboard clock with moveable hands, or just write six different times on the board (e.g. 8.00, 8.30, 4.45, etc.). Show or point to a time, and model how to say it. Ask the whole class to repeat. Point out the pronunciation and form. Once students have repeated chorally after your model, show or point to times without speaking, and ask individuals to say the times. Once they have done this, point to times, and say, for example, *three forty-five*. Students must say the times the other way – *quarter to four*.


**8** Ask students in pairs to practise saying the times. Remind them of the two different ways of saying the times, and elicit the two ways of saying 3.45 (*quarter to four* and *three forty-five*) to get students started. As students speak, monitor and listen for errors, and correct students if they have problems.

**9** Organise the class into groups of four or five to discuss the questions. In feedback, elicit any interesting answers to share with the class, and correct the form or pronunciation of any times students had problems with.

## PRONUNCIATION

#### Aim

**to practise /tə/, the weak pronunciation of to, in sentences**

**10**  **72** Play the recording. Ask students to listen and notice the weak pronunciation. In feedback, ask students to say what they heard.

- Play the recording again. Students listen and write what they hear. Let students compare their answers in pairs. In feedback, elicit answers from the students.

**Answers**

In all these sentences *to* is pronounced /tə/.

**72**

- 1 Quarter to seven.
- 2 Five to twelve.
- 3 Twenty-five to three.
- 4 Ten to ten.
- 5 Talk to me.
- 6 I'd love to go to Thailand.
- 7 We have to change here.
- 8 I don't have to go to work today.

**11** **72** Play the recording again. Students listen and repeat. Make sure they are attempting weak sounds.

**CONVERSATION PRACTICE****Aim**

**to practise language from the lesson in a free, communicative, personalised speaking activity**

**12** This is an opportunity to bring together several parts of the lesson, and for students to practise using all the language they have learnt.

- Ask students to work in A and B pairs. First, A must find File 8 on page 195 and think about how to say the information, while B must prepare questions to ask. Set a time limit and monitor to help with ideas and vocabulary.

**13** Ask students to practise. You could model this activity by acting out a conversation with a reliable student first, or by asking one well-prepared pair to model their conversation for the class.

- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**14** Once students have practised the first conversation, tell them to change roles (or mix pairs) to prepare and practise the second conversation.

- As students speak, monitor and listen for errors, new language or interesting conversations to use in feedback.
- In feedback at the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**18** Refer students to the video and activities on the DVD-ROM.

**Teacher development: using the video**

The video and activities on the DVD-ROM can be used in various ways:

- 1 as an alternative to the conversation practice
- 2 instead of the listening activity in some units, particularly with weaker groups. Students can first practise reading out the dialogues and work on some of the key phrases / structures in a controlled way before having a go themselves.
- 3 at the end of the unit as a revision exercise.

**GETTING AROUND****Student's Book pages 90–91****Communicative outcomes**

**In this two-page spread, students read about taxis and talk about transport problems and ways of making their town or city better.**

**VOCABULARY** Transport**Aim**

**to introduce and practise ways of talking about transport**

**1** Start by reading out the words in the box, and pointing out the pronunciation. Elicit the first match to get students started, then ask them to work individually to do the matching task.

**2** Let students compare their answers to Exercise 1 in pairs and discuss what they knew and didn't know.

- In feedback, use mime to check the words (e.g. mime waiting at a bus stop, locking your bike, etc.). At the end, allow students to use dictionaries if they are still unsure of any words.

**Answers**

1 bus	3 train	5 taxi
2 car	4 bike	6 flight

**Background language notes for teachers**

- Note *get in / out of the car / taxi* but *get on / off the bus / train*.
- Note you can *catch a bus / train* but not *a taxi* or a *flight*.
- Note a *bus stop* (or *station* if it is the main centre) but a *train / railway station* and a *taxi rank*.

**3** Organise the class into groups of four or five to discuss the questions. Monitor and note any interesting things students say. In feedback, write up any useful phrases you heard on the board for students to notice.

**Optional extra activity** Ask one person in each group to lead the discussion in Exercise 3. It is their job to ask questions and make sure each student contributes.

**Teacher development: organising a group speaking activity**

Many sections in the Student's Book end with a personalised student discussion in which students say what they think or share personal experiences. Here are some things to think about.

- A good group size is four (or five, in case of odd numbers in your class). Any larger and not everybody will get the chance to say much.

- Ask students to choose what to discuss. In Exercise 3 above, there are 22 questions. Students don't need to ask all of them. Tell them to choose which questions or set of questions they have most to talk about.
- Make one student in each group the chair or question-master. It is their job to ask questions, encourage contributions, and move the discussion on. Change question masters each time you do a group discussion.
- Make one student a secretary. It is their job to note or remember what people say and tell the class what was discussed in feedback.
- Use time limits and preparation time. If you give students two minutes to think about what to say and go round to help with preparation, students will be more confident about speaking. If you set a five-minute time limit to the discussion, students will get on with the activity and have more purpose.
- Monitor, listen carefully, and feed back on errors or good language use. Students need to know that practising speaking is important and that you are there to assess and comment on their performance.

## READING

### Aim

to help train students to read for a general understanding and to scan read

- 4** Start by setting up the situation. Ask students to look at the title. Ask: *What is the article about? What information is in the article?*
- Ask students to read the article and decide which paragraph is not true.
- 5** Organise the class into groups of three or four to discuss their ideas, and briefly elicit possible answers. Ask students to check in File 10 on page 195.

### Answers

Paragraph 3 is not true.

A photo of the 'Ferrari taxi' was shown on the internet, but the taxi wasn't real. Someone used image-editing software to create the photo and then they invented the story about how much the taxi cost.

- 6** Ask students to look at the nine things, places and numbers. Elicit what 320 might refer to in the first item. Then ask students to compare their ideas in pairs.
- 7** Once students have discussed what they think, ask them to scan the text to check their answers. In feedback, elicit answers from the students. Ask students to justify their answers by saying where they found the information in the text.

### Answers

- 1 There are 320 routes on the London taxi course, only 25% of people pass the exam.
- 2 The hippocampus is the part of the brain connected to memory and learning
- 3 In Uzbekistan, anyone with a car can be a taxi driver.
- 4 In South Africa in the 1990s, 2,000 people died in taxi wars.
- 5 A company in Puebla has pink taxis for women only.
- 6 In 1930 a 7,000-mile taxi trip cost £300.
- 7 The couple wanted to go to Olden but went to Halden, 550 kilometres further away.
- 8 Seoul provides a translating service into 17 languages.
- 9 Britain has some of the worst transport problems in Europe but is number 1 for taxis.

**Optional extra activity** Write some difficult words from the text on the board (see language notes below). Ask students to find and underline the words in the article and guess the meaning from the context.

### Background language notes for teachers

Note these difficult words in the article:

*negotiate a price* = talk together and agree on a price  
*pick (somebody) up (in a taxi)* = stop so that somebody can get in (the taxi)

*provide a service* = do something that people need, usually for money, e.g. *provide a cleaning service*

*a translator* = somebody who rewrites a text or information in a different language

*reliable* = do what they say they will do

### Culture notes

- The *hippocampus* /hɪpə(ʊ)'kæmpəs/ plays important roles in the consolidation of information from short-term memory to long-term memory and spatial navigation.
- Tashkent is the capital of Uzbekistan, a landlocked country in central Asia which was once part of the Soviet Union.
- Muscat is the capital of Oman, an Arab country on the south-eastern coast of the Arabian Peninsula.
- Located southeast of Mexico City, Puebla is a large city famous for the dish *mole poblano*.
- Traditional London taxis are black and designed to look similar to taxis from the 1950s. They are often called *cabs*, *black cabs* or *taxicabs* by Londoners.

### Teacher development: scanning a text

Scanning a text is a specific skill and it is worth instructing students in how to do it. They don't have to read the whole text again in detail. To answer question 1 in Exercise 6, they need to quickly scan the text to find 320 and 25%, and then read the words around them to find the information they need. To answer question 7, they scan for 550 and *Olden*, etc.

## GRAMMAR

### *too much, too many and not enough*

#### Aim

to introduce and practise *too much, too many and not enough*

**8** Read through the information in the box as a class. Then organise the class into pairs to complete the rules. Monitor and check how well students do the task.

- In feedback, elicit the full rules. Then ask students to check in the Grammar reference on page 181.

#### Answers

1 too much    2 too many    3 not enough



Students complete Exercise 1 in the Grammar reference on page 181.

#### Answers to Exercise 1, Grammar reference

1 is                    3 are                    5 are  
2 are                    4 is                      6 is

### Background language notes for teachers

- We use *too much* + uncountable nouns and *too many* + plural countable nouns to say that the amount or number of something is higher than necessary or desirable. We want less or fewer.
- We use *not enough* + uncountable or plural countable nouns to say that the amount or number of something is lower than necessary or desirable. We want more.
- A common problem is for students to misuse these terms with adjectives. These are some typical mistakes.  
 X *I am too much tired.*                    ✓ *I am too tired.*  
 X *I am not enough clever.*                ✓ *I am not clever enough.*

**9** Set up the task by eliciting the first correct option as an example. Ask students to work individually to choose the options. Let students compare their answers in pairs before checking the correct answers in feedback.

#### Answers

1 aren't enough  
2 too many  
3 is  
4 aren't  
5 many  
6 time

**10** Organise the class into groups of four or five to say sentences about the picture. Monitor and prompt, and check how well students are using the language. In feedback, find out which group has the most, and point out any errors or problems you noticed.

#### Possible answers

There is too much traffic. / There are too many cars.  
There is too much pollution.  
There are too many children on the bus. They are making too much noise.  
There is too much luggage on the bus.  
The boy is carrying too many pizzas. He is going too fast.



For further practice, see Exercise 2 in the Grammar reference on page 181.

#### Answers to Exercise 2, Grammar reference

1 too many  
2 too  
3 too much  
4 too much  
5 too many, too much  
6 enough, too

## SPEAKING

#### Aim

to practise language from the lesson in a free, communicative, personalised speaking activity; to practise using *too much, too many and not enough*

**11** This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually to prepare ideas. You could elicit one or two ideas to get students started. Monitor and help with ideas and vocabulary. Then organise them into groups of four or five to discuss ideas. In feedback, ask different groups to say what they found out about each other's town or cities.
- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**Web research activity** Ask students to research taxis in English-speaking cities. Ask them to choose a city (e.g. New York) and find out five interesting facts (e.g. what local people call taxis, how much they cost, what colour they are).

## WHERE'S THE BEST PLACE TO GO?

Student's Book pages 92–93

### Communicative outcomes

In this two-page spread, students practise talking about places to go, using superlative forms.

## DEVELOPING CONVERSATIONS

Where's the best place?

### Aim

to practise asking for and giving recommendations

**1** Read through the information in the box as a class.

- Ask students to match the questions to the suggestions. Elicit the first match as an example to get students started. Let students compare their ideas in pairs.

### Answers

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

**2** Set up the activity by discussing the meaning of *bike lanes* as a class. Point out that there are clues in the context (see Teacher development below).

- Ask students to discuss the words in pairs. Have a brief feedback session. Use definitions or translations to check the meanings, or ask students to check in dictionaries.

## Background language notes for teachers

*bike lanes* = parts of the road marked for bikes

*atmosphere* = the feeling of a place

*live bands* = if a group of musicians play 'live', it means they are playing and you are listening now (i.e. not a recording)

*(exchange) rate* = e.g. \$1 = 0.88 euros

*selection* = choice (e.g. a selection of ten different types of breakfast cereals)

*(the hotel is) good value for money* = the room, food and place is good for the price you pay

- Note the stress is on the first syllable of all the words in bold except *selection*.

## Teacher development: working out meaning from context

Encourage students to use the context of the sentences to work out what the words mean. For example, point out that the meaning of *bike lanes* is shown by the following:

- 1 Students know this is a plural, countable compound noun.
- 2 Students already know what *bike* means.
- 3 They know that you find *bike lanes* in a *park* and that you go *cycling* there, and that it is *safe to go cycling* there.

**3** Organise the class into new pairs. Give students a minute to prepare what to say before they start. Pairs change roles to act out the conversation a second time.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.


**Optional extra activity** Extend this activity into a mingle.

Ask students to stand up, walk round, and interview three or four different people.

## LISTENING

### Aim

to give students practice in listening for gist and for specific words

**4**  Set the situation. Ask: *What do you think the guests say? What does the receptionist say?* Make sure students understand the questions.

- Play the recording. Students listen and note their answers. Let them compare their answers with a partner before discussing as a class.


### Answers

Where's the best place to eat? (Captain Nemo's)

Where's the best place to go shopping? (a market in the main square)

### 73

- A: Good evening, sir, madam. How can I help you?  
 B: Hi. We'd like to go out for dinner. Where's the best place to eat?  
 A: Try Captain Nemo's. It's a lovely little restaurant by the sea. It's not the cheapest place in town, but the fish there is really excellent.  
 C: Oh, that sounds great. Do we need to book?  
 A: I can do that for you, if you like. What time would you like your table?  
 B: About half past eight?  
 C: Yes, that sounds fine. What's the easiest way to get there? Can we walk?  
 A: Not really. It takes about half an hour to walk there. It's probably best to take a taxi. Would you like me to book one for you?  
 C: Yes, please. That's great.  
 B: Oh, there's one other thing, before I forget. We'd like to buy some presents. Where's the best place to go shopping?  
 A: There's a nice market in the main square tomorrow. They have some nice things. Try there. It starts at around eight and goes on until about two.  
 B: It sounds perfect. Thanks for your help.  
 A: No problem. It's my pleasure.

**5**  Ask students to read the sentences and choose the correct options. Let them compare with a partner.

- Play the recording again. Students listen and check. Let them compare their answers with a partner again before discussing as a class.

**Answers**

1 can I	6 easiest
2 We'd like	7 takes
3 the cheapest	8 Would
4 Do we need	9 in
5 What time	10 It's my

**6** Organise the class into new pairs or small groups. Give students a minute to read through the questions and decide which ones to discuss, and think about what to say.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**Optional extra activity** Extend this activity into a survey. Ask pairs to choose three questions they would like to ask. Then tell them to stand up, walk round and ask their questions. After five minutes, ask students to sit down in pairs again and to collate their information. Ask pairs what they found out about their classmates.

## GRAMMAR Superlatives

**Aim**

**to introduce and practise superlatives**

**7** Read through the information in the box as a class. Ask students to complete the table. Then ask students to check in the Grammar reference on page 181.

**Answers**

good	better	best
bad	worse	worst
fast	faster	fastest
small	smaller	smallest
big	bigger	biggest
strange	strange	strangest
hot	hotter	hottest
early	earlier	earliest
boring	more boring	most boring
interesting	more interesting	most interesting



For further practice, see Exercise 1 in the Grammar reference on page 181.

**Answers to Exercise 1, Grammar reference**

1 the hottest	5 worst
2 most	6 easiest
3 loudest	7 nicest
4 busiest	8 tallest

## Background language notes for teachers

- Superlatives, like comparatives, can be tricky for students because English has two forms. Romance languages like French and Spanish just use the equivalent of *most* (so watch out for errors like *most big* and *most busy*) while many Germanic languages just use the *-er* form (so a German might say *intelligenter*, for example).
- There is a slightly confusing overlap of rules when it comes to two-syllable adjectives. When two-syllable adjectives end with *-y*, they take *-est* (*busiest*, *happiest*, etc.) but, when they don't, they take *most* (*most boring*, *most useful*, etc.). However, some adjectives break these rules (e.g. we say *narrowest* but NOT *most narrow*, but *commonest* and *most common* are both correct).
- When we use *-est*, the stress is on the adjective, so *the* and *-est* are weakly stressed, e.g. *the biggest* (*-est* is pronounced /ɪst/).
- When we use *most*, the stress is on *most* and the adjective, but the adjective has the main stress, e.g. *the most boring*.

**8** Ask students to work individually to complete the conversations. Elicit the first answer to get them started. Organise the class into pairs to check their answers.

- In feedback, elicit answers and ask students to justify their answers by referring back to the rules in the grammar box.

**Answers**

1 the quickest
2 the most beautiful
3 the cheapest, the most expensive
4 the most dangerous
5 the worst
6 the most difficult



For further practice, see Exercise 2 in the Grammar reference on page 182.

**Answers to Exercise 2, Grammar reference**

1 the best, better
2 hottest, hotter
3 the oldest, older, the youngest
4 the quietest, louder
5 smaller, biggest
6 the most boring, better

## SPEAKING

**Aim**

**to practise language from the lesson; to practise forming and using superlatives**

**9** This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learnt.

- Ask students to work individually first to think about how to form the superlatives in the questions. Have a brief feedback session to check answers.



**Answers**

- 1 Where's the best place to live in your town / city?
- 2 And where's the worst place to live?
- 3 Where's the oldest part of your town / city?
- 4 What's the easiest way to get around your town / city?
- 5 Where's the cheapest place to eat?
- 6 What's the biggest city in your country?
- 7 What's the most beautiful part of your country?
- 8 What are the most popular places for tourists?
- 9 Who's the most famous person from your country?
- 10 What's the most delicious food from your country?

**10** Organise students into groups of four or five to ask and answer the questions. Once students have asked and answered their questions, encourage them to discuss whether they agree with each other or not.

- As students speak, go round and monitor, and note down any interesting pieces of language you hear.
- At the end, look at good pieces of language that students used and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.


**Optional extra activity** Extend this practice into a mingle in which students have to interview three or four people while walking round the class.

**Communicative activity worksheet** The photocopiable worksheet on page 239 can be used at this point or at the end of the unit for further practice.

## SOUNDS AND VOCABULARY REVIEW


**Aim**

to practise the sounds /ʊ/, /u:/, /ɜ:/ and /a:/; to listen and write down words in continuous speech

**11**  **74** Play the recording. Students listen and repeat the sounds.

**74**

/wʊ/, /wɜ:/, /hɑ:/, /ʊk/, /ɑ:k/, /gʊ/, /dʒɜ:/, /fɜ:/, /du:/, /pa:/, /ru:/

**12**  **75** Give students a moment to look at the words in the box. Read the words out so that students can note their pronunciation. Play the recording one sentence at a time. Students listen and note words or parts of words they hear, then work in a group to try to reconstruct the sentence. Allow time after each sentence for them to do this. Then play the recording again. Students listen and complete the sentences. You could play the recordings further or play and pause them, but students should be able to write complete sentences after two or three listenings.

**75**

- 1 I booked a return ticket.
- 2 You can't park the car near here.
- 3 Their flight's at half past two.
- 4 The train journey took too long.
- 5 Which route do you prefer?
- 6 First-class seats aren't good value.
- 7 It's the worst place in the world.
- 8 Would you like me to ask?

**Optional extra activities** Get students to find two more words in the unit with each of the sounds practised (/ʊ/, /u:/, /ɜ:/ and /a:/). Get students to write two collocations or phrases for each word in the box in Exercise 12. (These activities could be set as homework.)

### Teacher development: using the sounds and vocabulary review

This section allows you to focus on problem sounds but also reviews some key words and develops students' ability to hear English through a dictation exercise. Every unit ends with this task, but you may do it at other stages of the lesson if you prefer (see Teacher development on page 19).

**Sounds and correction**

- It's important students distinguish between long and short vowel sounds. The sounds /ae/ and /a:/ can be distinguished by touching the tip of your tongue as you say the sound – the tongue is at the front of the mouth for /ae/ and the back for /a:/. Also exaggerate a little the lengthening of the sound /a:/.
- The long sound /ɜ:/ differs from /a:/ in that the lips are more rounded and less loose when making the latter sound.
- The sounds /ʊ/ and /u:/ are pronounced with rounded lips. The sound /u:/ is longer. Compare the short sound in *pull* with the long sound in *pool*.



For further revision, see Exercises 1–3 in the Grammar reference on page 182.

**Answers to Exercise 1, Grammar reference**

- 1 too many cars
- 2 too **many** people
- 3 the easiest way
- 4 too **much** rubbish
- 5 not enough
- 6 fastest

**Answers to Exercise 2, Grammar reference**

- |                    |                 |
|--------------------|-----------------|
| 1 cheapest         | 5 nearest       |
| 2 quickest         | 6 most exciting |
| 3 funniest         | 7 hottest       |
| 4 most interesting | 8 nicest        |

**Answers to Exercise 3, Grammar reference**

- |          |          |
|----------|----------|
| 1 the    | 5 the    |
| 2 much   | 6 really |
| 3 enough | 7 worst  |
| 4 lots   | 8 too    |

## VIDEO 5: BARCELONA'S STREET LIFE

## Student's Book page 94


**Aim**

**to look at a different culture and way of life; to improve students' ability to follow and understand fast speech in a video extract; to practise fast speech using strong stresses**

**1** Lead in to the topic by asking students to look at the photo. Ask: *What can you see?* (a street performer, a crowd, a silver hat and jacket, some fruit on a table). Organise the class into pairs or small groups to discuss the questions. In a brief feedback session, elicit students' ideas and write up interesting ideas or pieces of language on the board.

**Possible answers**

Kinds of street performers: buskers (people singing or playing music), performance artists (particularly the 'living statues' like the person in the picture), street artists (who paint in or on the street), jugglers, tightrope walkers, acrobats, clowns, balloon twisting, fire breathing, celebrity lookalikes (who you pay to pose with for photos)

**2**  **19** Give students time to read through the sentences first. Check that students understand the words. As students watch the video, they should choose true or false. Let them compare their answers in pairs before discussing as a class.

**Answers**

- 1 F (we see all except the woman performing magic)
- 2 T
- 3 F (many of them are foreign: Dutch, Scottish)

**Optional extra activity** Notice the adjectives used to describe the city. You could explain or translate them for students.

- Words that mean a lot is happening: *lively, vibrant*.
- Words that mean a place has a special feeling of life and energy: *alive, vital*. Note that the correct pronunciation of *vital* in English is /'vaɪt(ə)l/, not as pronounced by the Dutch speaker on the video.
- Word that means it makes you feel creative: *inspiring*.

**Culture notes**


Barcelona is the second largest city in Spain, and the capital of the region of Catalonia.

- *Las Ramblas* (*La Rambla* in Catalan, the language spoken in Barcelona) is a tree-lined avenue through the centre of Barcelona which leads to *Plaça de Catalunya*, a large square generally considered to be at the city's centre. Along the avenue are kiosks selling newspapers and souvenirs, other kiosks selling flowers, street traders and performers, and pavement cafés and bars. Notable sights include a mosaic by Joan Miró, the Font de

Canaletes, a famous fountain, the Palace of the Virreina and the Liceu Theatre. La Boqueria market is off the street. It is full of tourists day and night.

**3** This exercise offers students the chance to relate the topic of the video to their own experiences, ideas and opinions.

- Give students time to read the questions then put them in pairs or small groups and give them seven or eight minutes to ask and answer them.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

**4**  **19** Ask students to read the sentences carefully and order them as best they can. Elicit the first answer to get students started. Ask students to watch the video to check ideas. Let them compare answers in pairs before discussing as a class.


**Answers**

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

**5** This exercise offers students a further chance to relate the topic to their own personal experiences.

- Organise the class into groups of four or five to prepare lists. In feedback, elicit the lists of different groups and decide which is best, or open the activity into a class discussion in which you make a definitive class list of the three best streets and places.
- Monitor and listen to each group. Help with pronunciation and ideas if necessary.
- When most students have finished, stop the class and give some feedback, either by rephrasing some of the things students tried to say for the whole class or by asking students to correct or fill in gaps in sentences you've written on the board, based on what you heard students saying.

**UNDERSTANDING FAST SPEECH**

**6**  **20** Tell students to work on their own for a few minutes to practise saying the extract. Then play the recording. Students listen and compare what they said.

**7** Encourage students to practise saying the extract several times.

**Speaker 1**

There is something very special about Barcelona, like any time you go out of your house there is always something going on, you'll always find a friend on the streets, it's where living is ... you're not in your place you're on the streets.

**Speaker 2:** You can go out on the street at night and it's always lively. It's never ... nobody in the Ramblas, for example, they are always ... every hour of the day there's life. I came here, I felt somehow better than in Amsterdam, more alive, more vital ... er understand? Vital? Er yeah, that makes it more enjoyable for me and inspiring too.

**Musician 1:** It's a very nice place, because, erm, in the Ramblas you can find, er, I don't know, theatre, music from Argentina, from Spain, from Africa, from all the world.

**Musician 2:** Things that on the street happen, will never happen in the theatre, for example if we play and like 10, 15 people start to dance then you think like, yeah this is, this is beautiful you know? Las Ramblas is the street in Barcelona and I think in Europe and maybe in the world that like, you're gonna be entertained, no matter how, I mean if you walk past by the flower shops, I mean the way they build it up is beautiful. Even the street is decorated. I mean, you get entertained, it's worth coming to Barcelona.

**Mime artist:** It's a way of life, Ramblas is ... you have everything, you have traffic of people, you have tourists, you have thieves, you have performers. Ramblas is everything. It's a vibrant life, yeah, it's a way of life. Truly a way of life, I love it.

## REVIEW 5

### Student's Book page 95

#### Aim

to consolidate vocabulary and grammar from Units 9 and 10

#### Answers

##### 1

- |        |          |
|--------|----------|
| 1 ever | 5 ever   |
| 2 the  | 6 too    |
| 3 ago  | 7 much   |
| 4 most | 8 enough |

##### 2

- 1 Have you ever been, I went
- 2 Has your son seen, He saw
- 3 Have they visited, they came
- 4 Has she met, We had
- 5 Have you tried, I didn't like

##### 3

- 1 That's her **best** book.
- 2 He **has / 's** done this hundreds of times before.
- 3 The **easiest** way to get there is by taxi.
- 4 I've never **read** anything by Günter Grass.
- 5 There's not enough time to do it now.
- 6 There are too **many** guns in our society.
- 7 The Alhambra is **the** most beautiful building in Spain.
- 8 **I played** a really good computer game yesterday.
- 9 There **aren't** enough places to park in the city centre.
- 10 His books are **much too** long.

##### 6

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

##### 7

**problems:** feel ill, hurt myself, lose my bags, make a mess, steal money

**trains and stations:** buy a single, enter your PIN, first class, get a discount, pay in cash

##### 8

- |           |          |
|-----------|----------|
| 1 get off | 5 miss   |
| 2 take    | 6 break  |
| 3 arrive  | 7 charge |
| 4 book    | 8 lose   |

##### 9

- |            |             |
|------------|-------------|
| 1 died     | 5 cycle     |
| 2 accident | 6 motorways |
| 3 driver   | 7 lanes     |
| 4 public   | 8 popular   |

#### 76 and answers to Exercise 4

- 1 She's one of the funniest people I know.
- 2 I've never been there, but I'd love to go.
- 3 There's too much pollution and there are too many cars on the road.
- 4 I visited them in Madrid a few weeks ago.
- 5 There aren't enough chairs here for everyone.
- 6 I need your help. Something terrible has happened.