

2

Travellers' tales

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2A Reading and vocabulary

The power of tourism

Summary

Topic: Responsible tourism

Vocabulary: Compound nouns: travel; verbs: travel;
Vocabulary bank: Types of holiday

Reading: An article describing tourism in Mozambique

Speaking: Discussing typical activities on holiday;
discussing responsible tourism; describing your idea of
a good holiday

Communication worksheet 2A: Defining words

Lead-in

- Ask students: *Where did you go on holiday this year?* Elicit a few places.
- Describe a recent holiday you have been on, saying where you went and what you did.
- In pairs, students describe their holidays to each other.
- Ask a few students to describe their partner's holiday to the class.

Exercise 1 page 16

- Ask students: *When you go on holiday abroad, are you interested in finding out about the local culture, or do you prefer to relax, for example, by a pool?* Elicit responses.
- Elicit the meaning of *craft* (an activity involving a special skill at making things with your hands) and *conservation* (the protection of the natural environment; stopping something from being lost, wasted, damaged or destroyed).
- Elicit phrases for agreeing and disagreeing, e.g. *I see what you mean. I think you're right. Yes, that's very true. You have a point, but ... I really don't think that's the case. On the contrary, I would say that ...*
- In groups, students discuss the most popular activities on holiday and try to agree on the three most typical activities.
- Give students five minutes to reach agreement, and then ask students to share their ideas with the class.

Students' own answers

Extra activity: Internet research

Tell students: *Holidays are nice for tourists, but what about the local people, animals and plants living in the resorts all year round? How are they affected by tourism?*

Elicit some ideas, e.g. *Some tourist resorts are ugly and not nice for local people. Their towns get too busy and crowded in the summer months. Tourists don't respect local customs and traditions. Hotels are built on land where there are wild animals and plants. Tourism causes different kinds of pollution: air pollution is caused by planes and other forms of transport. Tourists leave litter everywhere.*

Ask students to research one of the following aspects of tourism on the internet:

Local customs affected by tourism

Environmental problems caused by tourism

Students bring the results of their research to the lesson.

Put students into groups to share the information they have found. Each group then prepares a short report based on their findings and presents them to the class.

Cultural note: Off the beaten track

The Maldives are a group of 1,200 coral islands off the coast of India. Most of them are uninhabited. Tourism has been developed there under strict rules and with the locals' consent: hotels are built only on uninhabited islands, and there are strict building regulations. Tourists cannot contact locals so that their way of life is not disturbed.

Grupo Punta Cana is a luxury holiday resort in the Dominican Republic with a nature reserve within it which tourists can visit. There is also a project to reforest areas within the reserve.

The Kigio Conservancy in Kenya, Africa, is a wildlife reserve and eco-tourism destination. The resort has been built using local materials, and employs local people.

Mozambique is a country in south-east Africa, its capital is Maputo. Colonized by Portugal in 1505, it gained independence in 1975. Civil war (1977–1992) destroyed the country's tourism industry, but the industry is growing again. The Quirimba National Park is in the north-east of the country and has a rich flora and fauna. Animals there include lions, elephants and leopards.

Robert Frost (1874–1963) was a famous American poet. The title of the article, *A road less travelled*, is a reference to one of his poems, *The Road Not Taken*, which ends with these lines: *Two roads diverged in a wood, and I— / I took the one less traveled by, / And that has made all the difference.*

Exercise 2 page 16

- Ask a student to read the definition of *responsible tourism*. Then ask: *Would a responsible tourist spend all their time getting a good suntan?* (no)
- Ask students which activities in exercise 1 a responsible tourist would do and elicit their ideas.
- Focus attention on the title of the text. Ask: *What does 'A road less travelled' imply about the text?* (It suggests places that are not popular with tourists.)
- Students scan the text for information about Guludo Lodge, looking for key words to give them an idea of the resort.
- With a **weaker class**, elicit words that students can look for by referring them to the activities in exercise 1.

find out about local communities, learn a new language, make new friends, eat local food, use public transport, buy local crafts, help with conservation projects, try to save water

Guludo Lodge has given employment to local people. It was built using local materials. It has provided funds for healthcare, education, clean water, and it supports conservation projects.

Exercise 3 page 16

- Students do the exercise on their own or in pairs. Encourage them to put the sentences in the order that seems logical to them before they read the text.
- Check answers as a class.

3, 4, 5, 7, 8, 2, 1, 6

Additional vocabulary

The following words are from the article *A road less travelled*:
potential (n) /pə'tenʃl/ something that can be developed into something else in the future

off the beaten track (phr) /,ɒf ðə bi:tən 'træk/ away from other people, houses, etc.

life expectancy (n) /'laɪf ɪk'spektənsi/ the length of time that something is expected to exist

common sense (n) /,kɒmən 'sens/ the ability to think about things in a practical way

vehicle (n) /'vi:əkl/ something which is used for communicating different ideas or opinions

blow somebody away (phr) /,bləʊ sʌmbədi ə'weɪ/ impress somebody a lot

Exercise 4 page 16

- Students answer the questions on their own.
 - They then compare their answers with a partner.
 - Check answers as a class.
- 1 She volunteered in a very poor rural school in Kenya, where she saw poverty for the first time.
 - 2 Because it had great potential as a travel destination and local people who desperately needed help.
 - 3 They had common sense, enthusiasm and determination.
 - 4 It created employment, used local materials, created clean water points, funded healthcare projects, built two primary schools and supported conservation projects.
 - 5 You travel by helicopter or boat, or go on a three-hour car journey along bumpy roads.
 - 6 You have beautiful views. You can soak up the sun, see the sights, get to know people in the village and take part in local festivals.
 - 7 It means 'the hope that accompanies the end of suffering'.

Exercise 5 page 12

- Ask: *What would life be like for the local people of Guludo if Amy and Neal hadn't helped them? Do you think you could change the lives of thousands of people like Amy? Why / why not?* Elicit students' ideas.
- Before students discuss the questions, draw their attention to *NEMA in numbers* at the end of the text. For question 2, students think of as many ideas as possible for each point. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Extra activity: Further discussion

Students discuss the following question:
Imagine you are at Guludo Lodge for one day. What would you most enjoy about visiting it?

Insight Compound nouns: travel

The first word of a compound noun gives more information about the word following it, e.g. a *beach resort* is a resort on a beach.

Compound nouns can be made up of nouns, verbs, adjectives and prepositions.

Some compound nouns are written as separate words, e.g. *travel destination*, some have a hyphen, e.g. *pick-up*, and some are written as one word, e.g. *healthcare*.

Exercise 6 page 17

- Students make compound nouns. They then check their answers by finding the words in the text.
- Check answers and the meaning and pronunciation of the compound nouns as a class.

beach resort, national park, package holiday, public transport, tourist trap, tour guide, travel destination

Exercise 7 page 17

- Focus on the title of the text and elicit the meaning of *rubbish dump* (an official or unofficial place where the general public leaves things it no longer wants).
- Tell students to look at the photo and ask: *Where do you think the world's highest rubbish dump might be?*
- Students do the exercise.
- Ask students if anything surprises them about the text. If necessary, prompt them: *What kind of person climbs Mount Everest?* (e.g. someone who loves and respects nature) *Why might someone leave a fridge there?*
- Check answers as a class.

1 beach resort 2 public transport 3 package holiday
4 tourist trap 5 tour guide 6 travel destination
7 national park

Exercise 8 page 17

- Check the meanings of the verbs.
- Students read the descriptions and complete them.
- When they have finished, they can check their answers by looking for the highlighted verbs in the text.
- Check the meaning of *time out* (a period of rest).
- Check answers as a class.

1 get off 2 escape 3 take 4 soak up 5 take part in
6 see 7 got to know

Extension: Fast finishers

Fast finishers write more sentences using the highlighted words and phrases in the text, e.g. *At weekends I take time out by going for a walk with a friend. On my holiday last year I got to know my Australian cousins.*

Students compare their sentences with a partner.

Exercise 9 page 17

- Tell students about your favourite type of holiday and give reasons, e.g. *I prefer the first because I like quiet places without crowds of tourists.*
- In pairs, students discuss their favourite type of holiday and give reasons for their answers.
- Ask a few students to share their ideas with the class. The class votes for the most popular holiday.

Vocabulary bank: Types of holiday page 135

- 1** 1 backpacking holiday 2 city break
3 honeymoon 4 coach tour 5 package holiday
6 adventure holiday 7 sightseeing holiday
8 working holiday 9 DIY holiday 10 house swap
11 staycation 12 self-catering holiday
- 2** 1 package holiday 2 coach tour 3 city break
4 backpacking holiday 5 honeymoon
6 sightseeing holiday 7 adventure holiday
8 working holiday 9 DIY holiday
10 self-catering holiday 11 house swap
12 staycation
- 3** Students' own answers

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about responsible tourism. I can use compound nouns. I can discuss holiday preferences and responsible tourism.*

2B Grammar and listening

Memorable journeys

Summary

Topic: The world's toughest rowing race

Grammar: Narrative tenses

Reading: The story of a rower and his rowing partner

Listening: A radio account of a rowing and walking trip to the North Pole

Speaking: Discussing a rowing race across the Atlantic; describing a memorable journey you have had

Culture note: Holiday islands

Tenerife is the largest of the Canary Islands. Although they are part of Spain, the islands lie off the north-west coast of Africa in the North Atlantic Ocean.

Barbados is an island country in the Caribbean Sea.

Lead-in

- Write *Test of endurance on the board*. Elicit its meaning (situation or event that shows whether a person can do something difficult or painful for a long period of time without complaining).
- Ask: *What kind of people put themselves through tests of endurance?* Elicit professions such as *explorer* and *sportsperson*. Then ask: *Would you put yourself through a test of endurance? Why do people do these things?*
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 1 page 18

- Focus attention on the title, the introductory paragraph and the photo. Ask: *What sport can you see in the photo?* (rowing)
- Check the meaning of *challenge* (something new and difficult requiring great effort) and *tough* (causing problems).

- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

- 1 It's a rowing race across the Atlantic Ocean.
- 2 Students' own answers
- 3 Students' own answers

Exercise 2 page 18

- Read through the instructions with the class. Check the meaning of *supposed to be*.
- Students read the first part of the story. Remind them that they do not have to understand every word to get the gist of the story.
- Students discuss the questions in pairs.
- Check answers as a class.

Daniel's friend was supposed to be his rowing partner.

His friend didn't have time to prepare for the race, so Daniel had to find another partner.

Students' own answers

Exercise 3 page 18

- Go through the narrative tenses and their uses and elicit the affirmative, negative and question forms.
- Students match the sentences in the text to the rules.
- They then compare answers in pairs.
- Check answers as a class.
- Elicit more sentences for each tense and possible combination, e.g. *I felt really tired. Yesterday I found some money on the pavement while I was walking to school. There was no cake left because Harriet had eaten it all.*

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

Grammar reference and practice 2.1 Workbook page 106

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

- 2 1 had never failed 4 was taking
2 opened 5 we decided
3 was going 6 were talking

- 3 1 knew; had been (or 'had gone')
2 turned round; walked
3 were enjoying; had to
4 spoke; had (never) had
5 got / had got; felt
6 was leaving; managed
7 moved / had moved; speeded up
8 decided; we had eaten

Exercise 4 page 18

- Revise state verbs, and remind students that they cannot be used in continuous tenses.
- Before students do the exercise, remind them to look out for time phrases that will give them clues as to which tense to use (e.g. *the previous year*) and for words like *when*, *while* and *once*. They should also check the tense of the verbs before and after the verb in brackets for guidance.
- Students do the exercise on their own and then compare answers with a partner.
- Check answers as a class.

- 1 asked
- 2 had never rowed
- 3 had studied
- 4 knew
- 5 arrived
- 6 had raised
- 7 had built
- 8 had also asked
- 9 had started
- 10 were rowing
- 11 got
- 12 took
- 13 had forgotten
- 14 were waiting
- 15 was cheering

- 1 He asked his mother because he got on well with her and she was very adventurous.
- 2 They agreed because Jan knew that the race was a 'once-in-a-lifetime' opportunity.
- 3 They saw dolphins, whales and flying fish. The rowing was tiring, they couldn't wash and they were constantly soaked with salt water.

Exercise 5 1-06 page 19

- Tell students to look at the photo on page 19. Ask: *What do you think Jan and Daniel did next? Where did they go? What kind of transport did they use?*
- Elicit answers and write them on the board.
- Play the recording for students.
- Check the answer as a class.

They went to the North Pole.

Audio script

The story of Jan and Daniel appeared in newspapers and TV programmes across the world. It sparked the imagination of millions of people who all wanted to know the same thing. How did they do it? Didn't they argue? Did their relationship change? In interviews about the event, Jan admitted that they had argued, but they had also laughed a lot and talked about their hopes and dreams for the future. It's not surprising that ten years later, they decided to go on another adventure – this time to the North Pole.

When the polar expedition started in 2007, Jan and Daniel were well-prepared. They had trained for over a year, taking courses in survival skills and on how to deal with frostbite. They had practised living in a tent and later they learned how to use a gun, too. Polar bears were a very real danger. In a previous expedition a team had shot a bear which had tried to get into a tent during the night.

But when they started their journey, the weather was bad, with temperatures as low as -68°C. Progress was slow, and Jan suffered with frozen hands and had trouble pulling her sled. Dan helped her, but there were times when they both thought about giving up – the magnetic Pole was still over 500 km away. Then on day seven, when they were cooking breakfast in their tent, there was an accident with the stove and the tent burnt down. Things couldn't get worse, but they decided to carry on. As they made their way towards the top of the world, friends and relatives were following their progress on Daniel's blog, sending messages of encouragement. This might have helped because, after twenty-four days on ice, they finally reached their goal. Jan and Daniel became the only mother and son team on earth to have rowed across an ocean and walked to the North Pole. They set a new world record, and they also raised money for charity.

Exercise 6 1-06 page 19

- Read through the story events together and check the meaning of *give up*, *survival skills*, *frozen* and *break a record*.
- Ask students to underline the key words, e.g. *giving up*, *bad accident*, and listen out for them.
- Students listen to the recording again and order the events.

- They then compare answers in pairs.
- Check answers as a class.
- Read the events in the correct order, and point out that the story sounds dull without a variety of narrative tenses.
- Go through the words and phrases for retelling the story. Ask students which phrases tend to go with which narrative tenses, e.g. *after* + past perfect, *then* + past simple, *by the time* + past simple, *while* + past continuous.
- In pairs, students retell the story. Circulate and monitor, helping where necessary.
- Ask a few students to retell the story to the class.

They went on a course to learn about survival skills.

They learned how to use a gun.

They were ready to start the expedition.

Jan suffered from frozen hands.

Jan and Daniel thought about giving up.

They had a bad accident.

Friends followed their blog posts.

They broke another world record.

(Possible answer)

Before they went on the expedition, they had been on a course to learn about survival skills. While they were on the course, they learned how to use a gun. But by the time they arrived at the North Pole, Jan and Daniel had thought about giving up. First, Jan suffered from frozen hands. Next, they had a bad accident. While they were travelling, friends and relatives were following their blog posts. In the end they broke another world record.

Exercise 7 page 19

- Students do the exercise.
- Check answers as a class. Ask students to give reasons for their answers, e.g. *In question 1 the answer is 'had been' because it describes an event before the main event (the polar challenge).*

1 had been 2 started 3 had trained 4 had attacked
5 had brought 6 carried on 7 hadn't packed
8 had raised

Exercise 8 page 19

- Write *memorable journey* on the board and elicit the meaning of *memorable (adj)* /'memərəbəl/ (worth remembering or easily remembered, because of being special or unusual). Explain that things can be memorable in both good and bad ways.
- Tell students about a memorable trip you have had, mentioning the points in the exercise.
- Tell students they are going to tell a partner about a memorable trip they had. Before they do the exercise, they should read the list of things to think about and make notes.

Ask students to form questions to ask each other about the, e.g. *Where did you go? What had you packed?*

- In pairs, students take turns to ask and answer questions. Remind them to use appropriate narrative tenses. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Extra activity: Game

In pairs, students write events or actions on separate cards. They can be everyday actions, e.g. *brush my teeth, eat breakfast, miss the bus, walk to school*, or more unusual ones, e.g. *meet a famous celebrity, see a UFO*. They should think of twelve events or actions, including some with a beginning and end, and other longer, continuous ones. Students put the cards in a box or bag. They then take turns to pick out a card until they each have eight. Students make a story using the events or actions and appropriate narrative tenses.

Circulate and monitor, helping where necessary.

Ask a few students to tell their stories to the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a rowing race and a radio account about a rowing race and walking trip to the North Pole. I can use narrative tenses. I can describe memorable journeys using narrative tenses.*

2C Listening, speaking and vocabulary

One journey, different travellers

Summary

Topic: Different types of holiday

Listening: A radio show about different types of traveller

Speaking: Discussing different types of traveller; a role play between a travel agent and a tourist; choosing a tour of London; persuading a friend to go on a tour with you

Vocabulary: Types of journey

Functional language: Persuading and negotiating

Communication worksheet 2B: Jigsaw dialogue

Lead-in

- Write *staycation* on the board and elicit the meaning (a holiday spent in one's home country rather than abroad, or one spent at home and involving day trips to local attractions).
- Say: *More and more people are choosing staycations as their summer holiday. Why is this?* Elicit responses, e.g. *They can't afford to go abroad. They want to protect the environment. They want to learn more about their own country and what is immediately around them.*
- Ask: *If you had a staycation, what would you do?*
- Students discuss the question in pairs. Elicit answers.

Exercise 1 page 20

- Go through the different types of traveller together and check the pronunciation of *staycationer (n)* /,steɪ'keɪʃənə(r)/ and *globetrotting backpacker (n)* /,glɒbtrɒtɪŋ 'bækpækə(r)/.
- Ask students what each type of traveller does on their holiday. Encourage them to use the photos as a guide.
- Students discuss the questions in pairs.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 2 1-07 page 20

- Read through the strategy with the class. Then ask:
- *How do you know who a person is and where they are when they phone a radio show?* (e.g. they give their name, and usually other information, such as their profession or preferred activity; they sometimes say where they are, or there is background noise that gives the listener a clue)
- *How would you know what mood the speakers are in?* (e.g. if they are angry, they may shout; if they are interested, they may ask lots of questions)
- *What clues tell you why the people are speaking?* (e.g. when they are making arrangements, they mention times and dates; when they are giving an opinion, they use phrases like *I think ...*; when they are giving instructions, they use imperative and words like *must* and *have to*; when they are making suggestions, they use expressions like *What about ...? Why don't we ...?*)
- Students listen to the recording and use the strategy to decide which of the travellers in exercise 1 are speaking and their reasons are for calling in.

Audio script

Interviewer Hello and welcome to the Travel show. Today we're talking about travellers. Call in on 0856 5437 and tell us how and why you travel ... and on line 1, we have Luca. Luca, what type of traveller are you?

Luca Actually, I'm a bit of an armchair traveller. I like to stay at home and explore the world from the comfort of my sofa – I watch TV documentaries or go on the internet. It's a bit of escapism from everyday life.

Interviewer But don't you want to visit these places and experience the local food and culture for yourself?

Luca No, I'm happy to imagine all that ... travelling takes a lot of time and effort.

Interviewer Thank you, Luca. On line 3, we have Noah, who has just got back from Morocco. Noah, do you agree with Luca?

Noah Well, I also like to escape, but I need to experience a place. Last summer, I went on a trek through the Alps – it was a fantastic holiday, but not typical. I also went on a ten-day voyage around Antarctica, whale-watching. To be honest, I get bored sitting on a beach, reading a book. I want to bring back tales of adventure, not just a suntan.

Interviewer So you're a bit of an explorer.

Noah Not really ... I've never been on a polar expedition! I'm more of an adventure tourist ... I like to do exciting activities in different countries.

Interviewer OK, our next caller is Katrina, who describes herself as a staycationer. Who's that exactly?

Katrina It's someone who goes on holiday in their home country. It's often to save money, but I do it because there are a lot of places here which are just as interesting as places abroad. I also prefer short three-day trips or weekends away to long holidays.

Interviewer So you've never been abroad?

Katrina No, I haven't. And long plane journeys aren't good for the environment. A flight to Thailand would produce a lot of CO₂ – the same amount that my car produces in one year!

Interviewer That's a worrying thought ... but our final caller is someone who rarely stays at home. Jed is a globetrotting backpacker, and he's been on holiday for three years.

Jed I'm travelling rather than 'being on holiday', and I think of myself as a traveller rather than a tourist ...

Interviewer Is there a difference?

Jed I think there is – you see, travellers like to get off the beaten track, learn about a new place slowly. They do research before they arrive, engage with local culture, ask a lot of questions and form their own opinions.

Interviewer Don't tourists do this as well?

Jed Perhaps, but most tourists are on a package holiday – they're holidaymakers in a rush. They go on coach tours which stop off at popular tourist attractions or on planned excursions to crowded museums – they take a few photos, buy some souvenirs, then get back on the coach. Some hide behind their cameras, take pictures of local people and treat them like sightseeing objects. A traveller would take a phrasebook and start a conversation instead.

Interviewer Thanks, Jed, that's interesting. Well, what type of traveller are you ... and is there really a difference between a traveller and a tourist? Tune in next week and find out ...

The armchair traveller, the adventure tourist, the staycationer and the globetrotting backpacker are calling in. They are giving their opinions of the best type of holiday and travel.

Exercise 3 1-07 page 20

- Ask students what type of traveller each person is. (Luca is an armchair traveller, Noah is an adventure tourist, Katrina is a staycationer and Jed is a globetrotting backpacker.)
- Students read the sentences and underline the key words to help them listen for the answers.
- Play the recording again.
- Students compare answers in pairs.
- Check answers as a class.

1 b, d 2 c, e 3 g, h 4 a, f

Exercise 4 page 20

- Students read sentences 1–7 and note the highlighted words. Point out that the words for different types of journey can be easily confused.
- Students look for clues in the sentences to work out the meaning of the highlighted words and then match them to the definitions.
- With a **weaker class**, do the first item together. Ask students to read the first sentence and ask: *How would you travel through a mountain range like the Alps?* (walk) Students look for the definition that mentions walking.
- Check answers as a class.

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

Exercise 5 page 20

- Ask: *What do you like to do in your home town or city? Which places would you recommend to visitors and how would you describe them?* Elicit a few examples, e.g. *There's a very beautiful castle. You can go on tours there and learn about its history.*
- Students work in groups and make a list of places that they would recommend to visitors, using adjectives to describe them and listing activities that people can do there. Circulate and monitor, helping where necessary.
- Elicit phrases for giving advice, making suggestions and asking for advice, e.g. *I would recommend ...*, *I would advise you to ...*, *You could ...*, *You might like ...*, *What could I do?* *Where should I go? What would you suggest?*

- Students read through their roles carefully and act out their roles.
- When students have finished, ask a few pairs to act out their role plays for the class.

Culture note: London sights

The West End of London is a district situated to the west of the **City of London**. It is home to **Trafalgar Square**, a large public pedestrianized space which commemorates England's victory against the French in the sea battle of Trafalgar in 1805. It also includes **The London Eye**, the largest Ferris wheel in Europe and one of the city's highest public viewing points, and **Big Ben**, the clock tower at the Palace of Westminster, home to the Houses of Parliament.

The **East End of London** used to be associated with ship building, an industry which went into decline in the twentieth century. Consequently, it has become an area for regeneration and is also known for its art scene, particularly in Hoxton, and its trendy shops. The East End also encompasses **Brick Lane**, a Bangladeshi area famous for its curry houses, and **Spitalfields Market**, founded in 1638 as a food market but which now also sells crafts, gifts and clothes.

The Dark Knight (2008), **The Bourne Ultimatum** (2007) and **Pirates of the Caribbean 4** (2011) are all films which were partly filmed at the Pinewood studios in London, as well as other locations in the Greater London area.

Exercise 6 page 21

- Ask: *What do you know about London? What would you visit there?* (e.g. Buckingham Palace, the Houses of Parliament, the London Eye, the Tate Modern art gallery)
If you were on a tour of London, what form of transport would you prefer to use? (e.g. *I would prefer to walk / use the underground / go by coach.*)
- Ask students to read the adverts. Check the meaning and pronunciation of *sightseeing* (v) /'saɪtsi:ɪŋ/, *fascinating* (adj) /'fæsɪneɪtɪŋ/, *guarantee* (v) /,gʊərən'ti:ɪ/, *Trafalgar Square* (n) /trə,'fælɡə 'skweə(r)/, *the Houses of Parliament* (n) /ðə 'haʊzɪz əv 'pɑ:ləmənt/ and *Spitalfields Market* (n) /,spɪt'fi:ldz 'mɑ:kɪt/.
- Tell students which tour you would choose, giving your reasons, e.g. *I would go on the East London tour because I like discovering places other tourists might not know about. I also love street markets, and I think the price is good.*
- In pairs, students discuss which tour they would like to go on and give their reasons. Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Exercise 7 1-08 page 21

- Tell students they are going to listen to a dialogue in which a tour guide persuades two tourists to go on one of the tours in the adverts.
- Write *persuading* and *negotiating* on the board and elicit the meaning. Tell students to listen to how the tour guide persuades the tourists.
- Play the recording for students to answer the questions.
- Check answers as a class.

Audio script

Tour guide Get tickets for today's tour here. Leaving in five minutes. Only twenty-five pounds. Excuse me, do you want to go on the London tour?
Girl I don't think so, we haven't got enough money.
Tour guide Well, if you both go, I'll give you a good price, what about fifteen pounds each? Come on, you've got nothing to lose.
Girl I don't know ... What do you do on the tour?
Tour guide Well, we visit different movie locations on a special tour bus and play a clip from the film when we get there.
Girl Can we get off the bus and look round?
Tour guide Of course you can. We visit real film sets too and stop off at the main tourist sights. There's plenty of opportunity to take photos.
Boy That sounds interesting, but which films are part of the tour?
Tour guide Oh, films like *Pirates of the Caribbean*, *The Bourne Ultimatum* and the new James Bond film.
Boy Well, you've persuaded me. I enjoyed all those films and it'd be fun to find out more.
Girl I'm not so sure ... I still think it's expensive. And I'd like to meet some local people while I'm here, not just other tourists.
Tour guide Well, all the guides are local actors or actresses and they have lots of interesting stories about the film industry, I can tell you!
Boy OK, let's go for it.
Tour guide That's the right answer! It's a good tour and a good deal. You won't be disappointed.

the London Movie Tour

The tour guide offers them a cheaper price. He also mentions the films on the tour and tells them that the actors and actresses are local people with lots of interesting stories about the film industry.

Exercise 8 1-08 page 21

- Students complete the phrases from the dialogue.
- Play the recording again for them to check their answers.
- With a **weaker class**, write the missing words on the board and ask students to use them to complete the phrases.
- Check answers as a class.

1 nothing 2 interesting 3 sure 4 disappointed
5 persuaded 6 go

Exercise 9 1-09 page 21

- Students put the dialogue in the correct order.
- When they have finished, play the recording for them to check their answers.

Audio script

Fran We've got a free morning tomorrow. What shall we do?
Nick Why don't we go on a tour?
Fran Hmm, I prefer to explore things on my own. It's more fun and you get to meet local people.
Nick Maybe, but we haven't got much time and a tour is a good way to see the sights quickly, don't you agree? Look, here's a leaflet for a city jogging tour.
Fran That sounds interesting, but the weather forecast isn't great and I don't fancy running in the rain.
Nick OK, but I still think we should go on a tour. Look, here's another one. It's called East End Explorer and there's a local person as the tour guide.
Fran So we would get to know local people.
Nick Yes, and you can go shopping, too!

Fran OK, you've persuaded me! Let's book it.

Nick Great! You won't regret it!

Exercise 10 page 21

- Students do the exercise.
- Check answers as a class.

Persuading and negotiating: Why don't we ...?; ..., don't you agree?; I prefer ...; Maybe, but ...

Agreement: Great! You won't regret it!

Extra activity: Persuasion and negotiation

Write a few activities on the board, e.g. *go swimming, go for a walk, see a film.*

Students take turns to choose an activity and try to persuade their partner to do it with them. Their partner should negotiate with them and suggest another activity, e.g. *'Why don't we go to the cinema tonight?' 'That sounds nice, but I'd prefer to go swimming.'* Students continue until they reach an agreement, e.g. *'If you come with me, I'll buy you a hot chocolate afterwards.'* *'OK, you've persuaded me!'*

Exercise 11 page 21

- In pairs, students each choose a role.
- Tell them to prepare sentences based on those in the dialogue in exercise 9, e.g. *I prefer to be active. If we go on the jogging tour, we'll be able to see things quickly, don't you agree? I don't fancy spending much money.*
- Circulate and monitor, helping where necessary.
- Students do the role play.
- When they have finished, ask a few pairs to act out their role play for the class.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a radio show about different types of traveller. I can identify the purpose of a conversation. I can understand the vocabulary for different types of journey. I can act out a dialogue between a travel agent and a tourist. I can understand a radio dialogue about different city tours. I can use language for persuading, negotiating and reaching agreement.*

2D Culture, vocabulary and grammar

America on the move

Summary

Topic: A famous road in the USA

Vocabulary: Verbs + prepositions: travel

Reading: An article about Route 66

Grammar: *used to* and *would*

Lead-in

- Write *road trip* on the board. Explain that it can mean a long driving holiday.
- Write the following questions in the board:
Have you ever been on a road trip?
Would you like to go on one?

Where would you go and what things would you like to see while you are travelling?

- Ask students to think of a place abroad that they are curious about. Write their ideas on the board.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Culture note: American history

The Great Depression was a global economic depression. It began in the United States in 1929, when the stock market crashed, and lasted throughout the 1930s, causing high unemployment in many countries.

World War II broke out in 1939 and ended in 1945. The USA became involved in the war in 1941.

Culture note: American attractions

The Grand Canyon is a deep canyon in Arizona. It was formed by the Colorado River and its tributaries carving their way through rock. It is 446 kilometres long, 29 kilometres wide and reaches a depth of 1,800 metres.

The Giant Blue Whale was built by Hugh Davis in the 1970s as an anniversary gift for his wife.

Oklahoma is a state in the south-central United States.

Missouri is a state in the Midwestern United States.

A **diner** is a roadside restaurant with a long counter and booths serving a wide range of North American food.

Exercise 1 page 22

- Explain that Route 66 is one of the most famous roads in the USA with a lot of interesting attractions along it.
- Ask students to read question 1 and then ask: *Are the things in the photos natural or man-made?*
- In pairs, students brainstorm other natural geographical features or man-made attractions that might be seen along the road. Point out that man-made attractions include buildings. Elicit ideas and write them on the board.
- Pre-teach *plain* (adj) /pleɪn/.
- Students read the text quickly and check their ideas.
- Tick the correct ideas on the board.

Natural attractions: plains, deserts, valleys, lakes, mountains, the Pacific Ocean, caves

Man-made attractions: mining towns, shanty towns, diners, motels, service stations, billboards, statues

Exercise 2 page 22

- Focus attention on the title *America on the move*. Explain that *on the move* does not refer only to transport. It implies that large numbers of people in the USA move around within the country.
- Ask: *Why do you think so many people moved around? (e.g. They moved for work. They wanted to live in a place with better weather.)*
- Students read the text again, decide if the sentences are true or false and correct the false ones.

1 F: It starts in Chicago, which is not on the coast.

2 F: The road made life easier for people in small towns where there were no highways.

3 T

- 4 F: In the 1930s the Great Depression left millions of people unemployed.
 5 F: In the 1940s the road achieved a new image of freedom and fun.
 6 T

Exercise 3 page 22

- Give students a few minutes to brainstorm as many popular tourist attractions as they can.
- Draw an outline of your country on the board or bring a map and stick it on the board. Elicit popular tourist attractions and mark them on the map.
- Ask students if they can think of any historical information associated with each tourist attraction.
- Elicit the directions *north, south, east* and *west*. Students then work in pairs to describe the routes tourists might take to visit the attractions. They also discuss any historical events are associated with them.

Students' own answers

Exercise 4 page 22

- Do the first sentence with the class. Ask students what *head for* means (to move in a specified direction).
- Students do the exercise. They then check their answers by looking in the text.

- 1 for 2 to 3 to 4 down 5 along 6 around 7 through

Additional vocabulary

- The following words are from the article *The Mother Road*:
- *hustle and bustle* (phr) /ˌhʌsəl ənd ˈbʌsəl/ busy, noisy activity of a lot of people in one place
- *isolated* (adj) /ˈaɪsəleɪtɪd/ alone or apart from other people
- *drought* (n) /draʊt/ a long period without rain
- *optimism* (n) /ˈɒptɪmɪzəm/ the feeling that the future will be good
- *boom time* (n) /ˈbuːm taɪm/ a period of wealth and success
- *tempt* (v) /tempt/ to try to persuade or attract somebody to do something

DVD extra Chicago to LA

Language note: *used to* and *would*

Both *used to* and *would* are followed by the infinitive without *to*.

We used to walk to school together.

We would walk to school together every day.

Adverbs come before *used to* but after *would*.

We occasionally used to play with our neighbours.

We would occasionally play with our neighbours.

The negative forms are *didn't use to* and *wouldn't*.

The question forms are *Did I use to ...?* and *Would I ...?*

Did you use to live in London?

What games did you use to play?

How often would you help your parents?

Would you sometimes cook the dinner?

Exercise 5 page 22

- Go through rules a–c with the class. Look at sentence 1 and ask students which rule it matches. (a)
- Students match the sentences with the rules. They then complete the rules.
- Check answers as a class.

- a used to; would b used to
 c used to; would; the past simple

Grammar reference and practice 2.2 Workbook page 107

- 1 1 used to
 2 didn't use to
 3 would / used to
 4 Did ... use to
 5 would / used to
 6 would / used to

- 2 1 Fiona used to have four pairs of sunglasses.
 2 Leo didn't use to use his mobile much.
 3 Paul used to / would get really scared when boarding a plane.
 4 On long car journeys, my little sister always used to / would always say 'Are we nearly there yet?'
 5 Jack and Kim used to live in the same street.
 6 Did you and Lisa use to know each other?

Extension activity: Further discussion

Write the following questions on the board:

Why didn't people use to travel much in the Midwest?

How long would a trip from the Midwest to Los Angeles take?

What did the agricultural communities of the Midwest use to be like?

Why were so many people out of work in the 1930s?

How would people spend their holidays in the 1940s?

Students discuss the questions in pairs.

Exercise 6 page 23

- Tell students to look at the photo and read the first sentence of the text. Ask: *Why would tourists want to visit Williams, Arizona? What do you think life was like there before Route 66 was built?*
- Elicit answers, reminding students to think about what they learned in the *Mother road* text.
- Students read the text and complete the sentences.
- Check answers as a class.

- 1 used to be 2 used to live 3 used to be
 4 would often have / often used to have
 5 would often rob / often used to rob 6 didn't use to be
 7 used to stay / would stay 8 used to help / would help
 9 didn't use to play / wouldn't play
 10 used to entertain / would entertain

Exercise 7 page 23

- Ask: *What was life like for many Americans a hundred years ago?* Elicit answers, e.g. *They didn't have much transport. Some people used to live in shanty towns. They didn't use to go on holiday.*
- Ask students to think about their towns in the past. They then use the points to brainstorm ideas and write brief notes.

- In pairs, students discuss life in their town in the past.
- When they have finished, ask a few students to share their ideas with the class.

Students' own answers

Vocabulary bank: Travel and transport page 135

1 Plane: aisle, cabin, flight, gate, hold, overhead locker, runway, seat belt, get on, get off, land, take off
 Coach: aisle, motorway, seat belt, stand, get on, get off, slow down, speed up
 Train: aisle, buffet car, carriage, crossing, luggage rack, platform, tracks, get on, get off, slow down, speed up
 Ship: cabin, crossing, cruise, deck, hold, pier, voyage, get on, get off, go ashore, set sail

- 2** A 1 platform 2 aisle 3 carriage 4 luggage rack
 5 buffet car 6 slow down 7 tracks
 B 1 cruise 2 pier 3 deck 4 got on 5 crossing
 6 get off 7 voyage
 C 1 stand 2 luggage rack 3 hold 4 seat belt
 5 motorway 6 speeded up 8 got off
 D 1 gate 2 flight 3 cabin 4 overhead locker
 5 runway 6 took off 7 landed

Extra activity: Further discussion

Write *M1*, *M6* and *M5* on the board and explain that they are the names of British motorways. Tell students that motorways have encouraged business growth in Britain by connecting important industrial areas and different parts of the country to London. Explain that the *M5* was built for holiday makers travelling to Devon and Cornwall, both popular holiday destinations.

Ask: *How have roads changed the lives of people in your country?*

In pairs, students discuss roads, their routes, and how they have helped society.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about Route 66 and discuss man-made and natural geographical features. I can use verbs and prepositions and know when to use used to and would.*

2E Writing

A story

Summary

Topic: Holidays that go wrong

Vocabulary: Phrases for ordering events in a story

Reading: A story about backpackers stranded in the Australian Outback

Writing: A story about a weird or wonderful journey

Lead-in

- Ask: *What can go wrong on a holiday?* (e.g. *lose money, miss a flight*) *Have you ever been on a holiday that went wrong?*
- In pairs, students tell each other about problems that occurred on their holidays and how they were resolved.

Culture note: Vast spaces

The Australian Outback is an enormous, sparsely populated area of the country. It is home to a variety of wild animals, including kangaroos, dingos (a kind of dog) and emu (large flightless birds). Some areas are used for sheep and cattle farming.

Guatemala is a country in Central America. The Maya forest, the largest uninterrupted rainforest north of the Amazon, runs through Guatemala. The forest was declared a protected area in 1990.

Exercise 1 page 24

- Focus attention on the photos and ask students where they think the places are. Review the different types of traveller (e.g. holiday maker, staycationer).
- Students discuss the questions in pairs.

Students' own answers

Exercise 2 page 24

- Students read the introductory paragraph. They then read the extracts and match them to the photos.
- When they have finished, ask if their answers to the questions in exercise 1 were correct. Then ask which words in the texts gave them the answers.

A 3 B 4 C 1 D 2

Exercise 3 page 24

- Read through the strategy together.
- Students read the opening sentences of A–D and match them to 1–4.
- Ask: *Which story has the best opening sentence? Why?*
- Students read the extracts again and choose the story they think is the most exciting. Ask which words in their chosen extract make it exciting (e.g. in A, *panic* and *angrily*).

A 3 B 1 C 2 D 4

Exercise 4 page 25

- Ask students to read 1–4 and try to think of other examples without looking at the text, e.g. *once, next, while, at last*. Then ask them to make sentences using the words, e.g. *As we were getting out of the car, my grandmother opened the door.*
- Students read the text and complete 1–4 with the highlighted words and phrases.
- Students compare answers in pairs.
- Check answers as a class.

- 1 Some time ago, at first 2 After a while, Suddenly
 3 That's when, when, While 4 By the time, eventually

Exercise 5 page 25

- Ask students to briefly summarize the events in each extract, e.g. *Two backpackers broke down in the Australian Outback and didn't have enough water.*
- Students make notes about what happens next and discuss their ideas in pairs.
- Circulate and monitor, helping where necessary.
- When they have finished, ask a few students to share their ideas with the class.

Exercise 6 page 25

- Students read the rest of story A and compare their ideas from exercise 5. Tell them to ignore the gaps for now.
- Ask them if they think their own ending is better, and if so, ask them to share their idea with the class.

Students' own answers

Exercise 7 page 25

- Make sure that students understand what the words and phrases mean. They then complete the story.
- Check answers as a class.

1 Two hours later 2 At first 3 after a while / eventually
4 after a while 5 suddenly 6 As 7 Just then
8 Eventually / Finally

Extra activity: Class story

Write the beginning of a story on the board, e.g. *It was raining heavily, but I needed to go to the bank. At first my umbrella kept me dry, but ...* Ask a student to continue the story by adding a sentence with a word or phrase for ordering events. Then another student adds a sentence. How many sentences can be added before the story comes to an end?

In groups, students repeat the activity.

Circulate and monitor, helping where necessary.

Writing guide page 25

- Read the **task** together, making sure students know they have to write an entire short story in 300–350 words.
- Give them five to ten minutes to complete the **ideas** stage and **plan** their story. Circulate and monitor, helping with language and ideas where necessary. Remind students to write notes, not full sentences.
- Circulate and monitor while students **write** their story, encouraging them to use a variety of narrative tenses and different words and phrases for ordering events. Remind them to activate other language they learned in the unit (compound nouns, travel verbs, different types of journey and verbs + prepositions). You could write some of these on the board as a reminder.
- When students have finished, they **check** their work. Refer them to the checklist to make sure they have completed the task as well as they can.

Extension: Fast finishers

Ask **fast finishers** to compare their stories with a partner's. Students comment on each other's work, especially on how interesting the story is. They should also comment on the way their partner has ordered events, their use of narrative tenses and use of unit vocabulary.

Additional writing activity

Students write the next part of the story for one of the extracts B–D.

Learning outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can plan and write a story. I can use words and phrases to order events.*

Vocabulary insight 2 page 26

Using a dictionary: compound nouns

- 1 Compound nouns
- 2 1 package holiday, beach huts, sea views
2 public transport 3 – 4 pick-ups, drop-offs
- 3 four
coach tour – noun + noun; sightseeing tour – noun + noun; tour operator – noun + noun; guided tour – adjective + noun
- 4 1 guided tour 2 coach tour 3 sightseeing tour
4 tour operator
- 5 1 beach resort 2 summer holiday 3 ski resort
4 Christmas holiday 5 seaside resort
- 6 holiday resort, school holiday, travel agency, theme park, guide book
- 7 1 guide book 2 theme park 3 travel agency
4 school holiday 5 holiday resort

Review 2 page 27

- 1 1 package holiday 2 travel destination
3 public transport 4 national park 5 tour guide
6 tourist trap
- 2 1 get 2 take 3 soak 4 get 5 see 6 escape
- 3 1 voyage 2 tour 3 flight 4 trek 5 expedition
6 trip
- 4 1 for 2 down / along 3 around 4 through
5 with / to 6 to
- 5 1 became 2 hurried 3 had completed
4 had just spent 5 felt / was feeling 6 said
7 had celebrated 8 was travelling 9 spent
10 were blowing
- 6 1 downloaded 2 was lying 3 hadn't been / gone to
4 had already left / was already leaving 5 took
6 were listening 7 was climbing 8 had lost
- 7 1 would swim / used to swim 2 met Alice
3 would go to the beach 4 didn't use to
5 I went to 6 We would often travel
7 didn't use to enjoy 8 Did you use to

Pronunciation insight 2 Workbook page 124

Answer key Teacher's Book page 154

Cumulative review Units 1–2

pages 28–29

1 1 B 2 C 3 A 4 D E –

1-10

Audio script

1

Man We chose this campsite on a friend's recommendation, even though it was far from cheap. It's very popular – arriving without booking isn't recommended. Fortunately we'd planned ahead. The restaurant could have been better, but overall I don't really have anything bad to say about the facilities. Unlike the campsite I went to on my last holiday, which was terrible! It only had one shower for fifty people. Not fun! At this site, there were so many activities on offer, we barely stopped. After we'd got back, university felt relaxing in comparison! But also a lot more boring.

2

Woman I wanted to go camping, but my boyfriend had had a bad experience once, so that was out. He can be pretty stubborn! He wanted to stay in a luxury hotel, but in the end, we compromised with an inexpensive guesthouse. We spent so long arguing, we didn't book till the day before we flew! That was probably a mistake. To be fair, the guesthouse had everything we needed and the lady who ran it was really friendly. But she never left us alone! I honestly think staying at home would have been more relaxing.

3

Man Although it was far from relaxing, I'm not going to regret our trip any time soon. We had experiences that I'll remember for a lifetime, even though they weren't always very pleasant! We went trekking in Peru, on the Machu Picchu trail. We carried all our equipment with us, and stayed in tents. I was so grateful for the airport facilities when I got back – I think it was the first time I'd had a proper shower for weeks! I'd dreamt of doing this trip for years, and paid a year ahead. If you go out of season, it isn't bad value – not for what you get in return.

4

Woman We knew we couldn't book an expensive hotel – well, not without regretting it later. We looked at a website called Couchsurfing.org, which offers to let you stay in people's homes, but Matt wasn't keen. He's quite shy, really. So we booked something through a website advertising for cat-sitters. Basically, we went to Rome and looked after someone's cat for a week. I tell you, I've stayed in hotels with much worse facilities! The cat was really sweet, very easy-going, and the house and area ... both were stunning. Yes, it was 'work', but it was the total opposite of stressful.

2 Students' own answers

3 Students' own answers

4 1 D 2 B 3 G 4 A 5 F 6 C 7 H 8 E

5 1 a 2 a 3 c 4 b 5 c 6 c 7 b 8. b
9 a 10 c

6 Students' own answers

Additional materials

Literature insight 1 [Workbook page 84](#) Answer key [Teacher's Book page 151](#)

Exam insight 1 [Workbook page 94](#) Answer key [See website](#)