

Module 10 includes topics such as travel, holidays, public transport and space tourism.

### Lead-in p. 133

With books closed, write *Out and about* on the board and ask students what they understand by it. It can mean both 'not home and busy' and 'away travelling'. Then get students to identify the means of transport in the photos and discuss the questions and quote.

### Background

The American novelist and travel writer Paul Theroux (b.1941) taught English in Malawi, Uganda and Singapore for eight years before settling down in England and beginning a career as a writer. His novels include *The Family Arsenal* (1976), about a group of terrorists in the London slums, and *The Mosquito Coast* (1982), about an American inventor who attempts to create an ideal community in the Honduran jungle. He first achieved commercial success with a best-selling travel book, *The Great Railway Bazaar* (1975), describing his four-month train journey through Asia. Other travel books include *The Old Patagonian Express* (1979), *The Happy Isles of Oceania* (1992) and *The Last Train to Zona Verde* (2013).

## 10A Travel

With books closed, get students to write the word *travel* vertically on a piece of paper and then write words across it that they associate with the topic. Demonstrate on the board how to start, e.g.

	t	i	m	e	
t	r	a	i	n	
	a				
a	d	v	e	n	t
		e		u	r
					e
p	l	a	n	e	

In pairs, students then explain the significance of their words, e.g. *time*: you need a lot of time to really enjoy foreign travel; *train*: my favourite way to travel.

### Photocopiable activity

Activity 10A (p. 112) can be used here or as a follow-up after the reading section. It is a questionnaire to discover what students consider important when travelling.

### Reading pp. 134–135

- This exercise is designed to reinforce the habit of predicting. Students could discuss the question in pairs, small groups or as a whole class.
- Students skim the text and answer the question. Set a time limit of 1–2 minutes.

Toronto, New York, Miami, Los Angeles

- Elicit the strategy for this task. Then, at this stage, leave students to do the task without further help.

1 B 2 C 3 A 4 C 5 D 6 B

- This exercise looks at collocation. After feedback, encourage students to record the phrases in their vocabulary notebooks.

1 c 2 e 3 b 4 d 5 a

- You could also ask students: *In what ways is travel becoming easier or harder?*

### Language development 1 pp. 136–137

- With books closed, brainstorm places to stay while on holiday. Pre-teach *self-catering* (when you arrange your own food and cooking, e.g. staying in an apartment rather than a hotel). Then get students to discuss the question, giving reasons for their preferences.
- Students read the text and answer the question. Explain that the answers to question 1 are in the text, whereas they will have to think of the answers to question 2 themselves.

1 They stay cool in summer, they are well decorated, there is a buffet breakfast, a barbecue area is being constructed.

2 You have to share facilities with others, the shops are not very close, breakfast is not included (and it could get too hot), there is some building work going on.

- Elicit the form of the passive (*be* + past participle). During feedback, point out that not stating who has done something has the effect of making the statements more impersonal and so more formal. Highlight the use of *by* when we want to say who has done something: *They were built ... by a team of highly skilled workers ...*

Examples: are grouped, were built, have been designed, have (all) been decorated, is served, is (now) being constructed, will (soon) be completed, can be found

The passive is used here because the actions described are more important than who does them.

- 1d** During feedback, elicit why each tense is used. Explain that the passive is not a tense and the rules of tense use are exactly the same as for active verb forms.

**1** are grouped   **2** is served   **3** is being constructed  
**4** have been designed   **5** have been decorated   **6** were built  
**7** will be completed   **8** can be found

- 2a** This exercise focuses mainly on form. Get students to work in pairs to identify the correct tense in each case and establish how to form that tense correctly. Check answers with the class.

**1** are situated   **2** were redecorated   **3** can be accessed  
**4** will have been installed   **5** are being built   **6** has been given  
**7** must be checked   **8** will be asked

- 2b** Here, students have to think about both form and use, changing the sentences from active to passive to make them more formal. You could do the first one or two items with the class, as examples.

**1** Our facilities are always being improved.  
**2** All our flats have been modernised in the last two years.  
**3** Our kitchens have been equipped to the highest standards.  
**4** The beds will be made daily.  
**5** The holiday village can be found two kilometres outside the town.  
**6** A full programme of sports activities is offered.  
**7** Very few complaints were received last year.  
**8** Extra people may be accommodated on the sofa beds.  
**9** The maximum number of people allowed in each caravan is indicated in/by our brochure.  
**10** Keys must be returned to reception on departure.

- 3** Start by writing the following sentences on the board:  
*Fleming discovered penicillin. It is an important medicine.*  
 Ask students to rewrite the sentences, emphasising the medicine (*Penicillin is an important medicine. It was discovered by Fleming.*). Students then study the grammar box and answer the questions.

**A** by   **B** I   **C** I thought; 2 said   **D** to cheer, to empty

- 4** Students complete the conversations with the correct passive form of the verbs. You could get them to compare answers in pairs before checking with the class.

**1** it was composed by Schubert   **2** were given   **3** was seen  
**4** is believed (that)   **5** has been promised   **6** it was discovered by Fleming   **7** is thought to have hidden   **8** will be made to pay

- 5a** Students read the text and rewrite it using the passive, to make it more formal. Check answers with the class.

#### Suggested answer:

The town has changed a lot in the last 30 years. All the old factories have been pulled down and replaced with hi-tech science parks. It's felt to be unfortunate that one of the older schools was also demolished, as children will have to be sent by bus to the next town. It is said that a brand new school will be built in the town in the next few years when extra funding is provided by the Government. That will be appreciated by the newer residents in particular.

- 5b** Students could either talk or write about the changes in their own town. Before they do, you could get them to talk about the two photos here, encouraging them to use the passive where possible.

### Photocopiable activity

Activity 10B (p. 113) can be used here. Students write travel-related news stories based on notes.

### Writing pp. 138–139

- 1** Start by asking students what kind of things people complain about or apologise for. These ideas could act as prompts when students discuss the questions. Ask them to look at and discuss the questions in pairs, small groups or as a whole class. Accept any reasonable answers.

**1**

#### Example answers:

To make a complaint:

- to a law firm about the way they handled a family matter (formal)
- to a company for sending the wrong item a second time (semi-formal)
- to another student about what they have been saying about you in public (informal)

To apologise:

- on behalf of a company to apologise to a customer about their poor service (formal)
- to a teacher about your bad behaviour (semi-formal)
- to a friend for forgetting their birthday (informal)

**2**

a very formal = a; b semi-formal = b; c informal = b

- 2a–b** Get students to read the task and discuss the questions. They could do this in pairs, small groups or as a whole class.

**2a**

to apologise to the parent and explain what happened (semi-formal)

**2b**

#### Suggested answers:

ski slopes poor, lessons fewer than promised, accommodation inadequate

- 3a** Students can now start planning their email. Get them to brainstorm ideas in pairs or groups and make notes under the headings given.
- 3b** This exercise focuses on paragraph organisation, which students should find quite easy by this stage.
- 3c** Students could brainstorm ideas for the final paragraph in pairs or small groups, then complete their paragraph plan individually.

#### Example answer:

You could say that you take the complaint seriously and explain what you will do as a result (e.g. change the arrangements next year, offer a partial refund).

- 4a** Before students do the exercise, clear up any vocabulary difficulties. Check that they understand *insufficient*, *unsatisfactory*, *in advance*, *tuition* and *inconvenience*.

**1** weren't enough   **2** not good enough   **3** told beforehand  
**4** unhappy about   **5** point out   **6** get in touch  
**7** couldn't get   **8** if we put you out in any way   **9** a pity

- 4b** Again, clear up any vocabulary difficulties (e.g. *enquiry*, *astonishment*) before students begin. Point out that there may be more than one way to rewrite each sentence and if time allows, elicit answers from different students for each item during feedback.

#### Suggested answers:

**1** We were very worried when you told us ...   **2** After I asked the company, ...   **3** I was amazed that this turned out not to be true and ...   **4** I'm sorry that single rooms were extra ...  
**5** I hope your son will carry on ...

- 4c-d** Students could work on these individually or in pairs. For Exercise 4c, point out that there may be more than one way to rewrite each sentence and during feedback, elicit different versions from different students if time allows.

**4c**

#### Suggested answers:

**1** I would like to thank you for contacting us.  
**2** It is unfortunate that the beginners' slopes were unsatisfactory.  
**3** Extra lessons were not included in the price.  
**4** I apologise but he should have informed us of that in advance.  
**5** We were extremely concerned about the lack of snow.

**4d**

2, 3, 5

- 4e** Go through the sentence openings in the table with the class, then give them time to write complete sentences for their emails.  
**5** Give students 15–20 minutes to write their email.

#### Sample answer:

Dear Ms White,

First, let me apologise for any disappointment your son experienced on our ski trip. It is true that there were several concerns. Since we had been led to believe by the company that there would be sufficient slopes for both beginners and advanced skiers, we were extremely upset when this turned out not to be the case. It was also unfortunate that lack of snow meant that artificial snow had to be used instead.

As for the question of lessons, if you look at the letter we sent out, you will see that only five one-hour ski-lessons were included in the price and that extra hours would have to be paid for separately.

In relation to accommodation, I am not quite sure what you are referring to. I know that in one room there were not enough beds but this was not the case in your son's room.

We would like to assure you that we take all complaints seriously. We have already decided that next year we will change the company and the location for our trip and we hope that your son will consider joining us again.

Yours sincerely,

- 6** Remind students to use the checklist in the Expert writing section to check their work.

## 10B Getting around

As a lead-in, with books closed, get students to think of the differences in meaning between the following nouns: *travel* (uncountable: the activity of travelling; countable, usually plural: journeys for pleasure to places far away), *trip* (a short journey or one that is not usually made) and *transport* (a system or method for carrying passengers or goods from one place to another).

### Speaking pp. 140–141

- 1a** Before students discuss the question, ask them to name the forms of transport in the photos (bus, scooter, van, (sail)boat, train, plane).  
**1b** Clear up any vocabulary difficulties before students do the exercise. Get them to discuss their answers in pairs before class feedback. They should justify their choices.

**1** the tube (The others are on water.)  
**2** delivery van (The others have two wheels and are ridden.)  
**3** tram (The others are air transport.)  
**4** handlebars (On a bicycle – the others are from a car.)  
**5** carriage (The others are parts of boats.)  
**6** sidecar (On a motorbike – the others are cars.)

- 1c** Remind students of ways of marking stress and if you think it necessary, model pronunciation of the words, getting students to repeat them.

**1** canoe, yacht, the tube, rowing boat  
**2** moped, scooter, motorbike, delivery van  
**3** tram, helicopter, glider, spaceship  
**4** clutch, handlebars, accelerator, steering wheel  
**5** deck, oars, carriage, mast  
**6** hatchback, saloon, sidecar, estate

- 2a** Students could use gerunds (e.g. driving) or means of transport (e.g. car, bus) to answer. If using the latter, get them to think of as many forms as possible for each as this will extend and reinforce the vocabulary.

be forced to land: plane  
 confirm your flight: plane  
 disembark: boat  
 fasten your seatbelt: plane/car/delivery van  
 get clamped: car  
 get low on petrol: car/moped/scooter/motorbike/delivery van  
 get points on your licence: car/moped/scooter/motorbike/delivery van  
 go on a cruise: boat  
 it's two stops on the Northern Line: the tube  
 stop in a lay-by: car moped/scooter/motorbike/delivery van  
 take a driving test: car  
 take on as hand luggage: plane

- 2b** This exercise looks at common vocabulary mistakes connected with transport. Get students to compare answers in pairs before you check with the class.

1 I'm tired. Let's **get (into)/take/catch** a taxi.

2 I think we get **off** the bus ...

3 Oh no! We've **missed** the last train! ...

4 'Have you ever **ridden** a horse?' ...

5 Our ship **docks/stops** in Cairo ...

6 What's the **price/cost** of the ticket? ...

7 It's a long **journey** there ...

8 Wonderful! The train's exactly **on** time!

3 The discussion could be in groups, with the whole class or as a debate, with the class divided into two groups, each presenting one side.

4a This is a review of the format of Paper 4 Part 2. Get students to discuss the statements in pairs before you go through them with the class.

1 T

2 F (You must compare the photos.)

3 T (But you must give a personal opinion about the photos)

4 F

5 F (The second candidate has to answer a question and there are two parts to the first part: Compare and ...)

6 T

4b Before students do the exercise, remind them of the meaning of *speculate* (talk about possibilities) and *paraphrase* (explain a word in another way). Check answers with the class.

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

4c Keep this fairly brief to avoid creating endless lists!

5a–b Divide the class into groups of three. If your class is not equally divisible by three, have one or two groups of four with an extra assessor. Give the interlocutors time to check the instructions and prepare the material.

6 Encourage everyone in each group to discuss the candidates' performance.

## Listening p. 142

1 Recap various forms of public transport if not following on immediately after the Speaking section. Remind students to give reasons for their answers in the discussion.

2 Remind students of the best strategy for this task type. Get them to look at the rubric and ask what type or types of transport will be discussed (different types of bikes). Then play the recording for students to complete the task but do not confirm answers yet.

1 F 2 C 3 H 4 E 5 D

3 Get students to compare answers in pairs and remind them to give reasons for their choices. Then check answers with the class.

4 Before students discuss the questions, check that they understand *look down on* and *status symbol*.

5 Students could use dictionaries to check the vocabulary before discussing the questions.

## Language development 2 p. 143

1 Explain that in question 1, students need to think of the time referred to in each case, rather than the verb forms. Verb forms are focused on in question 2. During feedback, remind students that, as with conditionals, the wish contrasts with reality, so we use a positive verb form for a negative situation and vice versa, e.g. *I wish I could afford this car* (but I can't); *I wish we hadn't moved here* (but we have).

1 the present: 1, 3; the past: 2; the future: 4, 5

2 the present: *wish* + past simple, *if only* + *could*; the past: *wish* + past perfect; the future: *wish* + *would*; *if only* + *would*

3 *If only* is stronger/more emphatic.

2 Point out to students that they will need to think about the time reference and a possible change/regret in each situation.

### Suggested answers

2 I wish/If only I hadn't dyed my hair bright red. I wish/If only I'd kept it blonde.

3 I wish/If only he didn't/wouldn't borrow my car./I wish/If only he would stop borrowing my car.

4 I wish/If only I could afford a taxi./I wish/If only I didn't have to take the bus.

5 I wish/If only I hadn't come to see this./I wish/ If only I were/ was watching something else.

6 I wish/If only he/she would hurry up./I wish/If only he/she didn't/wouldn't take so long in the bathroom.

3 This exercise provides personalised practice of the grammar covered in this section. Look at the first two questions and get students to think about what would fit. If time allows, you could get students to discuss their answers in pairs before sharing them with the class.

4 Before students do the exercise, go through the grammar box with them, pointing out how these expressions use the tense shift backwards to express hypothetical situations.

1 A 2 B 3 B

5 Remind students to think carefully about the time (present or past) and the choice of verb form (present or past).

1 learnt 2 was/were 3 phoned 4 had met 5 had bought

6 Get students to compare their answers in pairs before sharing them with the class. If time allows, elicit different sentence endings for each item from different students.

## Use of English 1 p. 144

1 This exercise aims to revise some of the strategies for key word transformations tasks. Begin with a quick review of the task: ask: *How many questions are there?* (six); *How many words should you write?* (between two and five); *Can you change the key word?* (no). Then ask students to look at the statements in the speech bubbles. Get them to discuss in pairs first, then check with the class.

**Suggested answers:**

- 1** Leave it and come back to it when you've done the ones you can do.  
**2** Make sure you write something for every question. Don't leave any gaps.

- 2** Point out that students shouldn't rush key word transformations. They should work slowly and carefully to avoid unnecessary mistakes. If time allows, you could get them to compare answers in pairs before checking with the class.

**1** wish I'd gone **2** would rather you phoned **3** hardly anyone/ anybody at/in **4** is supposed to be **5** (high/about) time you stopped going **6** you mind not using

- 3** Students could discuss these in pairs first. During class feedback, remind them that in the exam, the questions test a wide range of structures and vocabulary.

**1** 1, 2 and 5  
**2** change 1: I'd rather → Would you mind; change 2: didn't use → not using

**Use of English 2 p. 145**

- 1** Students could discuss these in pairs or small groups, or share their experiences with the whole class.  
**2a** This is a review of the task strategies for Paper 1 Part 2. You could also ask: *Can you use contracted forms, like 'don't'?* (No, they count as two words.).

**1** after (You should read the text right through first for a general understanding.)  
**2** short (If you get stuck with one answer, you will have less time for the rest of the task and the rest of the paper.)  
**3** word (If you put more than one word, it will be marked as incorrect, even if one of the words is correct. If you can't decide between two possible answers, you should always choose one rather than put both.)

- 2b** Remind students that skimming the text will not only give them a general understanding, it will also help them identify the style, time frame and possible source of the text, all of which could help them complete the task. Check answers with the class.

**1** He had an unusual accident after he couldn't stop his car.  
**2** For dangerous driving.

- 2c** Students complete the exam task. Get them to compare answers in pairs before you check with the class.

**1** off **2** down **3** through **4** could **5** on **6** by **7** no **8** of

- 3** During feedback, remind students that verb + preposition collocations and phrasal verbs are often tested in Paper 1 Part 2.

**1** 0, 5, 6 **2** 1, 2, 3

- 4** Get students to reread the text before the discussion. For question 1, if they don't think the man was telling the truth, ask them to suggest what really happened.

**Language development 3 p. 146**

- 1a** With books closed, read out the examples in the box, missing out each preposition and eliciting it from students. Then get students to look at the sentences and underline the verb + preposition collocations.

trapped in, concentrate on, followed by

- 1b** Encourage students to use their dictionaries to check their answers. After class feedback, encourage them to record the collocations in their vocabulary notebooks.

**1** about **2** from **3** about **4** to **5** with **6** in

- 2** The exercise looks at verbs that have different meanings when followed by different prepositions. You could get students to compare answers in pairs before checking with the class.

**1** for, on **2** about, of **3** to, from **4** as, for **5** of, from  
**6** to, for

- 3** You could start by asking students if they have ever considered a trip into space as tourists. Before they do the exercise, point out that some of the verbs can be followed by more than one preposition, so they should think carefully which one is correct in the context.

**1** from **2** of/about **3** about **4** at **5** for **6** on **7** to/with  
**8** in **9** to **10** to **11** with **12** at

- 4** Verbs of perception can be easily confused because two different verbs in English may translate as just one verb in the students' language. Encourage students to use dictionaries to check their answers and during feedback, check that they understand the differences:

- *look*: a deliberate action; see: not deliberate; *watch*: a deliberate action over a period, e.g. a football match or TV programme
- *gaze*: look at something for a long time because it is so interesting; *peer*: try to look at something but with difficulty; *stare*: look in a very fixed way for some time
- *hear*: could be deliberate or not; *listen*: a deliberate action

**1 a** looked, seen; **b** watch

**2 a** stare; **b** peered; **c** gazed

**3 a** listened, hear; **b** listen; **c** heard

**4 a** feel, touching; **b** Feel; **c** touch