

# 12 TRAVELLERS' TALES

## Objectives

FUNCTIONS	talking about life experiences
GRAMMAR	present perfect simple; present perfect with <i>ever / never</i> ; present perfect vs. past simple
VOCABULARY	transport and travel; travel verbs

Student's Book page 110–111

## READING

1 Focus students on the photos. If you're using an interactive whiteboard (IWB), do this as a heads-up activity with books closed. Point to A and ask: *What's this?* (a plane). Students continue naming transport in pairs before opening their books and completing the matching exercise. Check answers with the whole class.

### Answers

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

2 You could do this as a competition in pairs. Each pair should nominate one person to be list-keeper. Set a time limit of two minutes. The pair with the most words wins. Ask the winning pair to read out their list, while the rest of the class listens and ticks the ones they also have – then elicit more words from the rest of the class. Write any useful transport vocabulary that comes up on the board for students to copy into their notebooks and for students to refer to in Exercise 5.

3 **SPEAKING** Put students in pairs. Give them four to five minutes to ask and answer the questions. So that their discussions have a communicative purpose, ask students to find two or three things they have in common as regards travel. Monitor students' use of the present simple and adverbs of frequency, making a note of any communication-impeding mistakes to go over at the end of the activity. You may like to put pairs together to form groups of four and ask them to find something they *all* have in common, or something where all four of them use different ways of transport. Ask one or two students to report back on what they learnt about their partner(s).

4 **SPEAKING** Model the activity by doing number 1 as a class. Ask: *How could they travel?* Encourage some discussion on this by eliciting two or three different possibilities as well as the advantages and disadvantages of each. Ask: *Which would be the best way?* Encourage some debate on this. In pairs, students do the same for situations 2–4. Conduct

feedback by taking suggestions from one or two pairs in open class and inviting reactions from the rest of the class.

5 **SPEAKING** Put students in small groups for this exercise and refer them to the transport listed on the board. Each group should nominate one student to be secretary. Give students five minutes or so to agree on their choices. Monitor and make a note of any nice expressions in English used during the activity. At the end, write them on the board for the whole class to copy, and praise the student(s) who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

6 If you're using an IWB, display the photos and title on the screen, and do this prediction task as a heads-up activity with books closed. Students discuss their choice in pairs prior to whole-class feedback. Ask for a quick show of hands for each of the three options and nominate one or two students to give reasons for their choices. Don't give away correct answers.

7 **2.38** Play the audio for students to read, listen and check their predictions.

### Answer

1

8 Ask students to read the statements first, and underline key words. Do number 1 together as a class to check comprehension of the task and to demonstrate underlining or highlighting the text in the blog that gives students the answer. Students find the answers to 2–8, underlining key information in the blog that supports their choices. During feedback, ask students to justify their answers by referring to the text. Students could even underline it on the IWB.

### Answers

- 1 Nora Dunn wanted to travel the world before she got old.
- 2 Nora gets her money from working.
- 3 Sometimes she writes to earn some money.
- 4 She does a lot of different jobs everywhere she goes.
- 5 She lived on a boat in the Caribbean.
- 6 She has appeared on television in three countries.
- 7 Life isn't always easy for her when she travels.
- 8 She has a website to tell people how to travel without spending a lot of money.

### Fast finishers

Students write two more sentences with one factual error in each. They later read out their sentences to another fast finisher or to the rest of the class for them to correct.

## THINK VALUES

### Travel broadens the mind

- 1 Ask students to quickly read the comments 1–4 and underline any difficult words or phrases. *Cyclone* is likely to be new to students. Clarify tricky vocabulary in open class by eliciting examples, explanations or translations from the students themselves. Give students a minute or two to match comments to the values a–d. Students compare answers in pairs before you check with the whole class.

### Answers

1 d 2 b 3 a 4 c

- 2 **SPEAKING** Ask students to rank the four values individually. Next, ask them to think about how they're going to explain their ranking to their partner. Give them a minute or so for this, encouraging them to make notes. You could even ask them to rehearse in their heads. Once they're ready, students take turns to explain their rankings and comment on what their partner said. Again, monitor, and make a note of any interesting ideas. As the main focus of the activity is on fluency rather than accuracy, avoid error correction, unless mistakes hinder comprehension. During feedback, nominate students whose ideas you'd noted to share their ideas with the class.

### Optional extension

Ask pairs or small groups to think of another positive value connected to travelling. Possible ideas students could come up with: learning a new language; learning to be more independent; making new friends. Invite pairs/groups to share their values with the rest of the class during whole-class feedback, and write these on the board. You could then repeat the ranking activity, as above, based on the new list which includes the values students came up with. Next, ask students to think about what they do in their own lives, or what they *could* do, that relates to each of their top three values. Give students time to think by themselves before putting them in pairs or groups to share their ideas.

## Student's Book page 112–113

### GRAMMAR

#### Present perfect simple

- 1 Students try to complete the sentences from memory, then refer back to the blog to check their answers. With weaker classes, conduct whole-class feedback on the sentence-completion task and elicit the base forms of the past participles (think, be, do, go/be, be) before students complete the rule. Students compare answers in pairs before you check with the whole class. To check students have understood the use of the present perfect, ask: *Did these things happen in*

*the past or the present?* (the past); *Do we know exactly when in the past?* (no).

### Answers

1 've; thought 2 've been 3 's done  
4 has; been 5 have not been

### Rule

have

- 2 Give students two minutes to underline other examples, then ask them to compare their answers in pairs before you check with the class. If you're using an IWB, display the blog on the screen, and nominate students to come up to the front and highlight examples.

### Examples

I've decided to write; I've discovered Nora Dunn; she's learned things like cooking and meditation; She's been to all five continents; she's travelled to over thirty countries; She's taken a train across Canada; She's travelled by train from Portugal to Vietnam; She's worked for her accommodation; she's been on television shows; She's had a lot of fantastic adventures; She hasn't stopped finding things; She's seen a lot so far; She's learned that ... travel doesn't have to be expensive; She's started a website to tell other people about them; I've seen lots of travel sites

- 3 Students refer to the examples and rules to complete the table. During feedback, highlight the use of contractions with pronouns, making it clear that these aren't used in questions or short answers.

### Answers

1 have 2 has 3 has not 4 Have 5 Has  
6 have 7 hasn't

- 4 Students can do this exercise in pairs, then go to page 128 in the Workbook to check. During whole-class feedback, nominate students to write each verb pair (base form and past participle) on the board and ask the rest of the class to check and correct spelling as necessary. If you're using an IWB, you could ask students to complete the table on the screen instead. Encourage students to get into the habit of recording all three forms for new irregular verbs (base, past simple and past participle), even where the past simple and the past participle are identical. Also draw students' attention to the Look! box for the difference in use between *gone* and *been*. Ask them to match sentences 1 and 2 to the correct picture (1 goes with the top picture, and 2 with the bottom one).

### Answers

1 done 2 gone / been 3 seen 4 written 5 met  
6 spoken 7 eaten 8 taken 9 flown 10 swum  
11 won

### Fast finishers

Students extend the list of base forms and past participles in Exercise 4 with verbs from the Reading text on page 111.

- 5 Ask students to read the instructions. Check that students have understood the task. Ask: *Are Jack and Diane teenagers?* (no); *How old are they?* (25); *What did they want to do when they were younger?* (learn French; visit Paris; write a book; work in the USA; make a lot of money); *Have they learned French?* (yes). If necessary, do number one in open class. Ask: *Have they visited Paris?* (Diane – no; Jack – yes). Students complete the exercise, then compare answers in pairs before you check with the class.

### Answers

1 hasn't visited 2 has written 3 has visited  
4 hasn't worked 5 haven't made

- 6 **WRITING** Check/clarify: *snake* (by asking a volunteer to draw one on the board); *driving test* (by asking why people take this and at what age typically in students' country). Using the sentences in Exercise 5 as models, students work individually to write at least six similar sentences about Sue and Harry. If you're short on time, set this exercise as homework. Students check each other's answers in pairs, correcting factual as well as grammatical mistakes.

### Suggested answers

Sue and Harry have visited another country.  
Sue hasn't flown in a plane.  
Harry has flown in a plane.  
Sue and Harry haven't swum in the sea.  
Sue hasn't touched a snake.  
Harry has touched a snake.  
Sue has taken a driving test.  
Harry hasn't taken a driving test.

- 7 **SPEAKING** To give students a reason to listen, ask them to take turns to say two truths and two lies, and to try to guess which are the lies. Give them a minute or so to prepare before they begin speaking. Monitor, making a note of any errors in their use of the present perfect to go over at the end of the activity. Write incorrect sentences on the board, give students two minutes to try and correct them in pairs, then elicit corrections in whole class. Make sure students only copy the corrected version into their notebooks.

### Mixed-ability

Give weaker students/groups longer to prepare their sentences. You could even encourage them to write them down and read them to their partners. If you do this, tell them not to look at each other's books as they speak (if necessary, ask them to sit back to back).

Workbook page 108 and page 127

## LISTENING

- 1 **2.39** Ask students to read the introduction. Check understanding. Ask: *Where's Steve?* (at a school); *Is it the school he goes to now or the school he went to when he was younger?* (the school he went to); *Why is he there?* (to talk about his travels). Ask students to read the statements and underline key words. Play the audio, twice if necessary, for students to mark the statements true or false. Students

compare answers in pairs after each time they listen. Check answers as a class at the end.

### Answers

1 F 2 T 3 F

### Audio Script Track 2.39

Steve ... and so when I was here, at school, I decided that I really wanted to travel. You know, some people want to write, other people want to get married and start a family, some people want to go and live in another country. And that's fine. But not me. Me, I just wanted to travel. I've never been a person who stays at home. Even when I was twelve or thirteen, I cycled to other places near here, just to see what they were like. I've always loved travelling, all my life, and I still do. And I never want to stop. So, that's it. Thank you.

Teacher Well thank you, Steve, that was such an interesting talk. You really have been to a lot of different places, haven't you?

Steve Yes, I have!

- 2 **2.40** Make sure students understand they are going to hear a different part of the talk for this exercise and the next one. Before you play the audio, encourage students to make predictions in pairs. Prediction helps motivate students to listen and find out if they're right. After listening, students compare their answers in pairs before you check as a whole class. Ask: *Who guessed correctly?*

### Answers

1 c 2 a 3 b

### Audio Script Track 2.40

Teacher So, everyone, I'm sure you've got lots of questions for Mr Anderson. Anyone? Yes, Mandy.

Mandy What's the best place you've ever been to?

Steve Wow – that's a hard question. I mean, I've been to so many great places.

Mandy OK, then, what about the most interesting place?

Steve Ah, then I think perhaps it was Mexico. The people there are wonderful and it's so beautiful too, some really wonderful places and things to see. And very interesting because of its history.

Teacher Another question?

Boy Have you ever eaten anything really horrible? Like, snake or something?

Steve No, I've never eaten snake. But I've eaten some strange things. Once in Africa I ate a cooked spider ... Well, you know, it was really very good! But I don't eat them at home, OK?

Teacher Yes, Tom.

Tom Has anything really bad ever happened to you in another country? You know, like an accident or something?

Steve Well no, I've been very lucky. I was ill once in India but nothing too bad. And lots of times I nearly had an accident in a minibus or in a taxi. But only nearly. But no – I guess I'm just very lucky. OK, last question. Yes, the girl over there.

Girl Yes, you say that you're a traveller. So, what's the difference between a tourist and a traveller then? Is there a difference?

Steve Good question! You know, nobody has ever asked me that before, but I know my answer. Tourists take suitcases with them, travellers take backpacks, that's how I look at it. You know? I'm not on holiday when I travel. Know what I mean?

Girl Yes, I think so.

Steve Here's another idea: if you're in a city, and there's a tourist there, you know that he or she is a tourist. You know, map, camera, horrible shirt, sandals and socks ... But it isn't so easy to see the travellers.

Teacher OK, well we have to stop now. Steve, thanks again. Thanks everyone.

- 3 2.40 Before you play the audio again, give students the opportunity to answer the questions with the details they remember from the first listening and discuss ideas in pairs. Students listen again to check their answers. During feedback, make sure students understand that when Steve says *he nearly had an accident*, in number 3, he means he was in a dangerous situation but he didn't have an accident. After feedback, encourage some reaction to the text by writing these questions on the board for students to discuss in pairs or small groups: *What's the most interesting place you've ever been to? Have you ever eaten anything really horrible? What was it?* Wipe these off the board before moving on to the following grammar section.

#### Answers

- 1 No, he hasn't.
- 2 Yes, he did. He thought it was really good.
- 3 No, only nearly.
- 4 Tourists take suitcases, travellers take backpacks.

## GRAMMAR

### Present perfect with *ever* / *never*

- 1 Give students a few moments to complete the sentences, then elicit the missing words in open class before students complete the rule. During feedback, check comprehension of the grammar by asking: *Which word do we use to talk about things we have NOT done? (never); When do we use 'ever'?* (in questions). To promote noticing of any differences in form between English and L1, for example the use of the positive form of the verb with *never* in English, elicit a translation in L1.

#### Answers

- 1 never 2 ever

#### Rule

- 1 never 2 ever

- 2 Students refer to the examples and rules to help them complete the dialogues individually. Students compare answers in pairs before you check as a whole class.

## Answers

- |            |         |
|------------|---------|
| 1 A ever   | B have  |
| 2 A been   | B No    |
| 3 A played | B Yes   |
| 4 A eaten  | B never |

### Fast finishers

Students write answers to the four questions that are true for them, or if pair work is feasible, students could ask and answer the questions.

Workbook page 109

## FUNCTIONS

### Talking about life experiences

To demonstrate the task, nominate a strong student to ask you number one. Answer with lots of details to encourage students to do likewise. Students take turns to ask and answer questions in pairs based on the prompts provided. Monitor students' use of the present perfect simple, but avoid on-the-spot error correction unless mistakes hinder comprehension. The main focus of the activity is on personalisation and fluency. You could, however, make a note of any persistent grammar errors to review after the activity. Before focusing on error correction, nominate one or two students to share anything unexpected or interesting that they learnt about their partners.

#### Mixed-ability

Weaker students can write the questions in full prior to speaking. Challenge stronger students to find out as much as possible about their partner by asking follow-up questions.

## SPEAKING

Put students in pairs and ask them to think of a famous person. Focus them on the verbs and ask them to write, say, five questions for the person they've chosen and imagine, but not write, their answers. Encourage students to be creative in their answers, the sillier the better. After a few minutes, put pairs together to form groups of four. Pairs swap questions so one pair asks about the famous person the other pair chose. The pair asking should note down the answers given. Monitor students' use of the present perfect, but avoid on-the-spot error correction unless mistakes hinder comprehension. After the activity, put some of the incorrect forms you heard on the board together with a correct example, and ask students to identify which forms are wrong.

#### Mixed-ability

To challenge stronger students/groups, ask them to make *wh-* questions instead of *yes/no* questions, for example: *Where have you travelled in the world? What's the best place you've ever stayed in?* Pairs try to give true or revealing answers, but they shouldn't say who the person is. The interviewers must try and guess the identity of the famous person from the answers they hear.

## TRAIN TO THINK

### Exploring differences

- 1 SPEAKING** Put students in pairs or small groups to discuss and make notes. You might want to specify that students should find at least three similarities and three differences for each pair of things. They don't need to write full sentences. With stronger groups, you could present these more complex structures: *Both a car and a taxi ...; A car ..., but a taxi ...; Neither a car, nor a taxi ...*. Write these on the board.
- 2 SPEAKING** Put pairs together to make groups of four. Ask students to compare their ideas. Ask: *Have you got the same similarities and differences, or different ones?* To provide a communicative purpose to the activity and to add an element of competition, you could challenge groups to come up with as many similarities and differences for each pair of things as possible. Monitor the discussions, making a note of any interesting ideas to share with the rest of the class at the end. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner, not on controlled language practice. During whole-class feedback, ask students how many things they found for each pair and praise those who came up with the most.

#### Optional extension

Write some further word pairs on the board for students to discuss in the same way, or in stronger classes, ask students to suggest word pairs then write these on the board (together with your own ideas), for example: *a visitor and a guest, a holiday and an adventure, in your own country or abroad, neighbours or friends*, etc. Follow the same procedure.

## PRONUNCIATION

To practise sentence stress, go to Student's Book page 121.

Student's Book page 114–115

## READING

- 1** A recording of this text is available with your digital resources. With books closed, ask students: *What are the best and worst things about being a taxi driver?* Elicit one or two ideas in open class, then ask students to make a list in pairs. Give students a minute or two for this, then nominate pairs to share their ideas with the class. Put some of the most relevant ideas on the board for students to refer to later on. Draw students' attention to the photos on page 114. Elicit possible answers to questions a–d in open class. If you're using an IWB, do this as a heads-up activity. Accept all suggestions. Students read the text quickly to match each question to a paragraph. Students compare answers in pairs before you check with the whole class.

#### Answers

1 d 2 a 3 b 4 c

- 2 SPEAKING** Review/introduce: *false teeth, a skeleton* by pointing to the relevant photos and eliciting or inputting the words. Give students a minute or two to consider their answers. Students compare their ideas in pairs or small groups. Nominate pairs/groups to share their ideas with the class and invite comments from the rest of the class.

#### Suggested answers

a queue of taxis: She doesn't like waiting for a passenger.  
false teeth: One time a passenger left his false teeth on the back seat.  
a skeleton: Once a doctor asked Fiona to take a skeleton to another hospital.

- 3** Students read the questions and underline key words. They should try and answer from memory before reading the interview again and finding the answers, underlining the text that supports their answers. Students compare answers in pairs before you check with the whole class.

#### Answers

- 1 She wanted to be more independent.
- 2 Because he missed his plane.
- 3 Because the skeleton couldn't pay.
- 4 Driving without a passenger and waiting.

#### Optional extension

Encourage students to react to the text by asking them if there's anything they could add to their lists from the start of the class – the best and worst things about being a taxi driver. Refer them to what's written on the board and ask: *Did Fiona mention any of these things? Which other things did she mention?* Also ask students if their opinions have changed now that they've read about the experiences of a real taxi driver.

- 4 SPEAKING** Tell half the class that they're A and half that they're B. Make small groups of As and small groups of Bs. Groups brainstorm answers to the questions. All students should make notes. Monitor, helping with any unfamiliar vocabulary and encouraging students to be imaginative and creative in their responses. Praise those coming up with humorous ideas. Allow up to eight minutes for this.
- 5 SPEAKING** Put students in AB pairs. So that they have a reason to listen, ask students to note down their partner's responses. Monitor, encouraging students to expand on their answers. Allow about five minutes for A to interview B, then switch.
- 6 SPEAKING** Elicit the most humorous responses students heard in open class. Have a class vote on whose answers were best: the bus driver's or the flight attendant's.

## GRAMMAR

### Present perfect vs. past simple

- 1** Students complete the sentences from memory, then refer back to the text to check. Check answers with the whole class, then ask students to complete the rule in pairs, and check answers again. Check understanding by asking students to identify and

underline any past time expressions in the sentences. Elicit these in whole-class feedback: *a year ago* (2); *one time* (4), and; *once* (6) Ask: *Which tense do we use with 2, 4 and 6, the present perfect or the past simple?* (past simple); *Which tense is used in 3 and 5?* (present perfect); *Are there any time expressions?* (no).

### Answers

1 've had 2 got 3 have left 4 left 5 have asked  
6 stopped, asked

### Rule

1 past simple 2 present perfect

- 2 Students look through the text to find further examples. Give them two or three minutes for this, then check answers as a class. If you're short on time, you may prefer to set this as homework.

### Examples

Past simple: was, enjoyed, wanted, changed, started, got, took, missed, got out, said, left, stopped, asked  
Present perfect: 've been, 've had, have left, have asked, 've enjoyed

- 3 Ask students to read the text quickly and answer these questions: *Why does Michael travel so much? Does his wife like travelling? What scary thing did he do last month?*

### Answers

He travels a lot for work.  
Yes  
He travelled to Thailand in a mini-bus.

Do number 1 as a whole class to model the task. Ask students: *In number 1, is Michael talking about a specific time in his life or about his life in general?* (his life in general); *Present perfect or past simple?* (present perfect); *I've been or I was?* (I've been). Students complete the rest of the exercise individually. Encourage them to underline any time expressions in the text which help them decide. Ask them to compare answers in pairs before you check with the whole class. For each answer, ask: *Do we know when the event happened?*

### Answers

1 I've been 2 I've lived 3 I lived (from 2012 to 2014)  
4 I got (two years ago) 5 we've seen 6 we saw (last year) 7 I've done 8 I went (last month) 9 It was (last month)

### Fast finishers

Students write three things they've never done, and three things they did last year or last month.

Workbook page 109 and page 127



Be aware of common errors related to the present perfect simple, go to Get it right on Student's Book page 126.

## VOCABULARY

### Transport and travel

- 1 2.43 If you're using an IWB, do this as a heads-up activity with books closed. Give students a couple of minutes to discuss answers in pairs, then nominate students to come to the front of the class and label the photos on screen. Don't confirm any answers at this stage. Play the audio for students to listen and check. You could add in a pronunciation focus at this stage. Ask students to mark stressed syllables, then play the audio, pausing after each word, for students to check and repeat. Students should notice that stress falls on the first syllable of each of the words.

### Answers

1 underground train 2 motorbike 3 tram  
4 helicopter 5 scooter

### Travel verbs

- 2 Explain that collocations are combinations of words that we frequently use together. Students complete the sentences individually, then compare answers in pairs before you check with the class. Make sure students understand that *catch* and *miss* are verbs with opposite meanings. Encourage students to notice that we *ride a motorbike* but we *drive a car*. Also clarify that while a professional taxi driver, like Fiona, *drives* a taxi, a passenger *takes* it – both verbs collocate with *taxi*, but with an important difference in meaning.

### Mixed-ability

With weaker groups/students, break this exercise down into two stages. First, students choose the verb and write it next to each sentence. Then, students put the verb into the appropriate form.

### Answers

1 catch 2 flown 3 ride 4 drove 5 took

### Optional extension

To expand the collocations set, ask students to work in pairs and come up with more nouns that collocate with the verbs in Exercise 2. Give them a few minutes to do this. Write the verbs on the board, and elicit suggestions in open class.

### Possible answers

catch/miss: a plane, a train, a tram, the underground, a bus  
fly (in): a plane  
ride: a bicycle, a scooter  
drive: a car (professionally also a taxi, a bus, etc.)  
take: a train, a tram, the underground, a bus

- 3 **SPEAKING** Before they begin speaking, consider giving students some time for preparation. They could write down their *Have you ever ...?* questions. This will make it easier for them to incorporate the new vocabulary. You could also ask students to predict the responses their partner will give. Students then take turns to ask, answer and check their predictions. Before they begin, remind students to use the present perfect to ask and answer about life experiences in general time, and the past simple once

they're referring to a specific time. Monitor students' use of the two tenses – they will inevitably make mistakes here – and the collocations. Make a note of any errors to go over at the end of the activity.

### Optional extension

To review the target collocations, put students in AB pairs. A closes his/her book. B points to photos from Exercise 1 at random and A gives an appropriate collocation, for example, *photo 2: ride a motorbike*.

Workbook page 110

## Student's Book page 116–117


### CULTURE

#### Hard journeys for schoolchildren

- Books closed. As an optional lead-in, ask students: *How do you come to school?* Elicit a few different answers in open class. Put students into groups of five or six and ask them to talk together to find out who has the shortest/longest/most interesting/easiest/hardest journey to school. Give them up to five minutes to do this, then conduct whole-class feedback, nominating groups to share their findings with the class. Ask students to open their books and look at the photos. If you're using an IWB, do this as a heads-up activity, with books closed. Students answer the questions in pairs, and predict the theme of the article. Elicit students' ideas in open class.

#### Answers

a student riding to school on a donkey: B  
children walking to school along some rail tracks: C

-  2.44 Before students read the article, ask them to skim the text quickly to find the five countries mentioned (Indonesia, China, Sri Lanka, Brazil, India). Play the audio for students to listen, read, and identify the country each photo shows. Ask students to compare answers in pairs before you check with the whole class. During feedback, ask students to quote the text that supports their answers.

#### Answers

A Indonesia B China C India

- Ask students to read the questions and to try to answer them from memory. Students read again to check their answers, underlining the key information that supports their choices. During feedback, ask students to justify their answers by referring to the text.

### Answers

- They go and return from school in the dark in extremely cold temperatures.
- They have to cross a bridge ten metres above a dangerous river.
- They have to climb up a mountain along a narrow path for five hours to get to school.
- They have to walk along a piece of wood between two walls.
- He has to ride on a donkey through a desert.
- They walk along railway tracks.

- VOCABULARY** In pairs, students work out the meanings of the bold words from the text. Check answers as a class.

#### Mixed-ability

Stronger students just use the context provided by the article to try to work out meaning, without referring to the exercise. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to complete the matching exercise.

#### Answers

- neighbours
- journey
- take a risk
- village
- tracks
- tiny
- on time

- SPEAKING** Put students in small groups to compare ideas while you monitor, encouraging students to expand on their opinions, then ask for feedback from each group at the end. Encourage students to give reasons. Ask the rest of the class to say if they agree or disagree. At the end, have a quick show of hands for which journey the class think is the least appealing.

### WRITING

#### Someone I admire

- Students read the questions and underline the answers in the essay. Ask students to compare answers in pairs before you check with the whole class.

#### Answers

- He was born in 1980, in Halifax, in England.
- He lives in Cambodia, and he moved there in 2014.
- He usually rides a small motorbike, but sometimes he goes in a very small plane.
- He wants to teach Cambodian people to be doctors.
- Because he is helping other people and is happy doing that, and because he has learned a lot about another culture.

- To promote noticing, lead in by writing these sentences on the board and eliciting the missing preposition: *I was born \_\_\_ 1976; I was born \_\_\_ New York*. Highlight the fact that *in* can be used with times and places. Students underline examples in the essay, then compare answers in pairs before you check with the whole class.

## Answers

- 1 in 1980, in 2014
- 2 in July (next year)
- 3 in Halifax
- 4 in England, in Cambodia

- 3 Students match and then check answers in pairs before conducting whole-class feedback. Help students notice that a well-structured piece of writing organises different topics into separate paragraphs. Each paragraph is about one or two key things at most. Where a new key point is introduced, we start a new paragraph.

## Answers

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

- 4 Ask students to read the instructions, and make sure they all understand the task. Give them five or six minutes to make notes for each point (reminding them that the second bullet point asks for four different pieces of information) about the person. If they are writing about a famous person, they can use the Internet on their mobile devices, or any computers available in the classroom to find more information. If students are writing about a real person, perhaps suggest they include a photo, as in the model. Monitor to check everyone has a person in mind or help them think of one.

### Optional extension

Before they start writing their essays, put students in pairs or small groups to read and comment on each other's notes. They could consider, for example, if all points are relevant and if anything is missing. Monitor, making sure the comments are positive and helpful.

- 5 Set the essay for homework.

### Optional extension

When students have completed their essays, ask them to swap their writing with a partner and check each other's work for: task completion (Have they included all of the information in Exercise 4?); language (Have they used the past simple and present perfect correctly? Have they used prepositions and time expressions correctly?); and structure (Is each paragraph about a new key point?) When marking, give feedback on the strengths of the writing as well as on things that could be improved. Feedback should be positive overall, and constructive. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

## Student's Book page 118–119

## CAMBRIDGE ENGLISH: Key

## THINK EXAMS

### READING AND WRITING

#### 1 Part 5: Multiple-choice cloze

##### Answers

- 1 B
- 2 C
- 3 C
- 4 A
- 5 C
- 6 B
- 7 B
- 8 A

Workbook page 53

#### 2 Part 8: Information transfer

##### Answers

- 1 4th August
- 2 bus
- 3 9.45 am
- 4 bus station
- 5 14 (per person)

Workbook page 107

### LISTENING

#### 3 2.45 Part 2: Matching

##### Answers

- 1 D
- 2 E
- 3 C
- 4 B
- 5 H

#### Audio Script Track 2.45

Listen to Jack talking to a friend about his transport project. How does each person get to school? For questions 1–5, write a letter A–H next to each person.

Leah So have you done your project?

Jack What, my transport project?

Leah Yes, that one.

Jack Yes, I've got all the information.

Leah So any surprises?

Jack Not really. Like me most people walk to school.

Leah Me too.

Jack But after walking, the most popular type of transport was the bus. I think 14 people use the bus.

Leah Like who?

Jack Let me think. Kevin, Steve, Nancy, umm Olivia, umm and Nathan. I can't remember the rest.

Leah What about Rashid? Doesn't he come by bus?

Jack No, he comes with his mum in her car.

Leah So how many come by car?

Jack Eight.

Leah And what about Morris?

Jack Well, he actually comes by taxi because his parents haven't got a car.

Leah I see. So what's the most unusual type of transport?

Jack Boat.

Leah Boat?

Jack Yes, boat. Leslie lives on the other side of the river so she gets the ferry every morning.

Leah Wow, that's quite a journey.



Jack Yes, it takes her about 40 minutes. It's not the longest journey though.  
 Leah Why? Who has the longest one?  
 Jack Adam. He has to take two trains to get to school.  
 Leah That's right. He lives with his mum, doesn't he?  
 Jack Yes, she moved town but he wanted to keep coming here. So it's two trains and about an hour to get here.

Workbook page 61

## TEST YOURSELF UNITS 11 & 12

### 1 VOCABULARY

#### Answers

1 helicopter 2 stomach ache 3 missed 4 tongue  
 5 ride 6 lip 7 scooter 8 flew 9 back 10 trams

### 2 GRAMMAR

#### Answers

1 I'll phone you as soon as I get home.  
 2 If I miss the train, I'll take a taxi.  
 3 Have you ever been to Europe?  
 4 She's never seen the sea.  
 5 They've lived in five different countries.  
 6 Life won't be easy for our grandchildren.

### 3

#### Answers

1 She's played football yesterday.  
 2 If we ~~will be~~ **are** late, the teacher will be angry.  
 3 I have ~~ever~~ **never** broken an arm or leg.  
 4 I've never ~~gone~~ **been** to America.  
 5 She ~~has~~ took a lot of photos on holiday.  
 6 One day in the future people will ~~living~~ **live** / will **be** living on the moon.

### 4 FUNCTIONAL LANGUAGE

#### Answers

1 A matter                    B hurts  
 2 A got                        B hear  
 3 A ever                        B haven't  
 4 A will                         B sure