

# 2 Enjoy the Ride

Students in Colombia cross the Rio Negro canyon using cables to get to school.



## IN THIS UNIT, YOU...

- talk about getting around.
- read about an unusual hobby.
- learn about how to live and travel cheaply.
- watch a TED Talk about “happy maps.”
- write a story about a trip you have made.

# 2 Enjoy the Ride

## Unit Overview

In this unit students will consider travel—from the everyday kind to the exotic. They'll talk about different modes of transportation and read about some students whose trips to school are long, arduous, and even dangerous. Students will read about Urbexers, intrepid travelers who seek out, not the usual tourist attractions and scenic sites, but rather the abandoned places of big cities. They'll read about one person's experience living on the cheap in Sydney, Australia, and consider the advantages and disadvantages of freeganism practiced on the road.

They'll watch a TED Talk about an app that gives travelers—commuters, too—route options. Whether you're in a hurry, want a leisurely trip to experience the sights and sounds of an area, or wish to revisit the old road you used to take before a new highway was built, this app will help you enjoy the ride!

Students will learn the language of getting around—asking for and giving directions—and they'll plan and write a story about a time they got lost.

## Unit Objectives

### Vocabulary

- Travel
- **Vocabulary Building** Compound nouns

### Grammar

- **Grammar 1** Adjectives ending in *-ed* and *-ing*
- **Grammar 2** Narrative forms

### Reading

- Urbexers: Life on the Edge of the City

### TED Talk

- Daniele Quercia: *Happy Maps*

### Pronunciation

- *Used to*

### Speaking

- Asking for and giving directions
- Talking about landmarks and destinations
- Talking about time and distance

### Writing

- A story

## About the Photo

The photo shows students on their way to school, taking the minute-long trip by cable over the Rio Negro in Colombia, South America. The river crosses into Venezuela and eventually turns south, becoming a major tributary of the Amazon. The cables cross the canyon in pairs. For some families these cables are the only means of contact with the outside world. In addition to people, they carry produce and other goods, even cattle!

**Language note** *Enjoy the ride* is a common expression, the meaning of which can be quite literal—that is, have fun while traveling on some form of transportation. The meaning can also be figurative. *Ride* can refer to any journey or experience, and *enjoy the ride* means you should relax and enjoy whatever's going to happen next.

## Warm Up

- Introduce the unit theme by telling students they'll be talking about travel and different ways of getting around. Have students look at the photo and read the caption. Make sure everyone knows what a *canyon* is (a deep narrow valley with steep sides and often with a river or stream flowing through it) and what *cables* are (strong, heavy metal or fiber ropelike lines).
- Ask the following questions:
  1. *Do you think the photo shows an urban (city) or a rural (country) area?*
  2. *Why do you think the students are traveling to school this way? You may want to share the information in About the Photo with students*
  3. *Has anyone ever been on a zip line? Was it similar to or different from the cable lines shown in the photo?*
- Invite students who've taken a ride on a zip line to tell the class about it. Ask them if they did it for fun, or because it was the only way to get from one place to another. Have them describe the emotions they felt during it.

## Resources

- Classroom Presentation Tool
- Tracks 8–14 (Audio CD, Website, CPT)

# 2A Getting from A to B

## VOCABULARY Travel

- 1 Tell students to look at Activity 1 and read the questions to check that they understand them. Read the quote about travel aloud and call on a few students to say what they think it means.
  - Put the class in pairs to discuss the three questions for a few minutes. Then call on students to share some of their ideas with the class. Make a list of the benefits of travel on the board.
  - Have students look again at the photo. Ask *Do you think it's safe to do this every day?* Take students' responses. Then discuss their ideas about why the students don't have a better way to get to school. At the end of the activity, give your feedback.
- 2 Read the first question aloud. Check that students understand that *getting around* refers to how you travel locally—that is, around your own town or area. Point out the phrase *go on your skateboard*. Ask students how saying you're *going on your skateboard or bike* to some place is different from saying you're *going skateboarding*? Explain that *going on* suggests that you're going on a trip from one place to another, while *going* suggests doing the activity for fun.
  - Put the class in pairs. Explain that they're going to compete to see who can think of the most ways of getting around in two minutes. They will get points for correct answers and extra points for original answers or answers that no one else has written down.
  - After two minutes tell the class to stop. Call on pairs to name ways of getting around. Write answers on the board. Ensure correct collocations.
  - Add up the points and announce the winner. Then tell pairs to mark their lists according to the directions for question 2. When they're done, call on students for their ideas, making sure they explain their reasoning.

### Activity 2

- 1 **take the** bus / train / subway; **go by** bus / train, etc.; **go by** bike / car; **take a** taxi; **go on** foot / your bike / rollerblades, etc.
- 2 The cheapest: Walking is free.  
The fastest: motorbikes and bikes, trains and subways  
The most relaxing: Answers will vary.  
The most stressful: Busy public transportation can be stressful when there are no seats, and everyone pushes to get off.

- 3 Tell students they're going to learn some more words and phrases to talk about travel. Tell them to look at the directions and the words in the box. Check which words they already know, and which they aren't sure about, pointing out proper stress and pronunciation.

- Do the first item together. Read the whole sentence aloud, saying the word *blank* for the missing words. Ask *What's a word for traveling to and from work every day?* (*commute*) Does *ride* work in the second blank? (*yes*) Read the completed sentence aloud.
- Tell students to do the rest of the activity on their own, using a dictionary if they need to. Remind them to read the whole sentence before they decide which pair of words works best.
- Go through the answers by calling on students to read their completed sentences aloud. Record the item numbers and answers on the board. As you do, ask follow-up questions to check students' understanding, for example: *What other words could you use in this sentence instead of destination?* (*place, city, country*)
- 4 Read the directions aloud and point out that the first item has been done for students. Explain that you can only *catch* or *miss* vehicles that might leave without you, so *catch / miss my car* is not correct.
  - Tell students to do the rest of the activity on their own, using a dictionary if they need to. As students work, notice words and phrases they look up, ask you about, or underline. Focus on these in feedback. Say *That's right, you can't say get school. Why not? Yes! It's get to school.*
  - When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished.
  - Review the answers. Have students repeat the phrases all together. For example, say *Let's say it together: catch my bus . . . catch my train . . . miss my bus . . . miss my train.* Tell students to record the words and phrases from the lesson in their vocabulary books.

### Activity 4

2 school (*get to school—see 5*) 3 the car (*get in/out of the car*) 4 a trip 5 home (*get home*) 6 a trip (*go on a trip—see 7*) 7 a travel 8 two miles (*The journey is two miles long.*)

- 5 Explain the activity. Have students fill in the blanks first and check the answers as a class. Then model the second part of the activity by completing the first sentence so that it is true for you. Give students two minutes to finish their sentences.
  - Call on students to share their answers. Use this as an opportunity to have students tell something about their personal lives, past travel experiences, and future dreams.

### Activity 5, Suggested answers:

- 1 trip / commute / ride (students supply time)
- 2 get (students supply their best way)
- 3 take / go on (students supply means of transportation and reason)
- 4 went / (students supply last destination)
- 5 flight / cruise (students supply destination)



## 2A Getting from A to B

### VOCABULARY Travel

#### 1 MY PERSPECTIVE *Answers will vary.*

Work in pairs. Discuss the questions.

- 1 What does this quote mean to you?  
"Travel is the only thing you buy that makes you richer."
- 2 What are the benefits of travel? Do you want to be a traveler? Why?
- 3 Look at the photo and read the caption. Would you like to go to school like this? Why do you think the children don't have a safer way of traveling? How do you get to school?

#### 2 Work in pairs. Discuss the questions.

- 1 How many ways of getting around can you think of? Make a list.  
*go on your skateboard, take the bus...*
- 2 Look at your list. Which form of transportation is the:
  - cheapest?
  - fastest?
  - most relaxing/stressful?

#### 3 Complete the sentences with these pairs of words.

cruise + excursion	commute + ride	expedition + voyage
flight + destination	ride + route	trip + backpacking

- 1 When my parents commute by car, they give me a ride to school.
- 2 RY5608—that isn't our flight. It's flying to the same destination but it's a different airline.
- 3 Some passengers on the cruise stayed on the ship, but we went on an excursion around the old port.
- 4 We had an amazing trip! I'm glad we were backpacking and didn't stay in a hotel. We saw more of the outdoors that way.
- 5 When I went for a bike ride yesterday, I took a different route. I get bored going the same way all the time.
- 6 The expedition to the Antarctic lasted a year. After a difficult month-long sea voyage, the scientists started their research.

#### 4 Cross out the item in each list that does not collocate with the verb(s).

- |  |   |
|--|---|
| 1 catch/miss my bus, my train, <del>my car</del>     | 5 get to work, <del>home</del> , school           |
| 2 get home, lost, <del>school</del> , from A to B    | 6 go for <del>a trip</del> , a bike ride, a drive |
| 3 get on/off the bus, <del>the car</del> , the plane | 7 go on a flight, a journey, <del>a travel</del>  |
| 4 get to know your way around, <del>a trip</del>     | 8 take a taxi, an hour, <del>two miles</del>      |

#### 5 Complete the sentences with a word from Activity 3 or 4. Then finish them so they are true for you.

- 1 My \_\_\_\_\_ to school takes...
- 2 The best way for visitors to \_\_\_\_\_ to know my city is by...
- 3 If I \_\_\_\_\_ public transportation, I prefer to travel by... because...
- 4 The last long trip I \_\_\_\_\_ on was to...
- 5 If I could take a \_\_\_\_\_ anywhere, I'd choose... as my destination.

## LISTENING

- 6 Listen to three people describe how they go to school. Complete the table.  8

	Where they live	How they travel	Time / distance they travel	What they do on the way
1 Santiago Muñoz	New York	bus (x2), subway (x2)	5 hrs / day	does his homework
2 Chosing	The Himalayas	walk	100 km, 6 days	don't speak, have to be careful
3 Daisy Mora	Colombia	on a cable slide	60 sec / 1,000 feet + below	

- 7 Listen again. Who (Santiago, Chosing, or Daisy):  8

- 1 travels the farthest? **Chosing**
- 2 doesn't take long to get to school? **Daisy**
- 3 stays at school for a long time? **Chosing**
- 4 gets up early to get to school on time? **Santiago**
- 5 takes public transportation to get to school? **Santiago**
- 6 travels with a parent? **Chosing**
- 7 has a dangerous trip to school? (2 people) **Chosing and Daisy**
- 8 is going to have an easier way to get to school soon? **Santiago**

## GRAMMAR Adjectives ending in *-ed* and *-ing*

Adjectives that describe journeys: *exhausting, boring, terrifying*

- 8 Read the sentences in the Grammar box. Underline the adjectives. Which adjectives describe the trips? Which adjectives describe how the people feel?

Adjectives that describe how people feel: *excited, exhausted, frightened*

### Adjectives ending in *-ed* and *-ing*

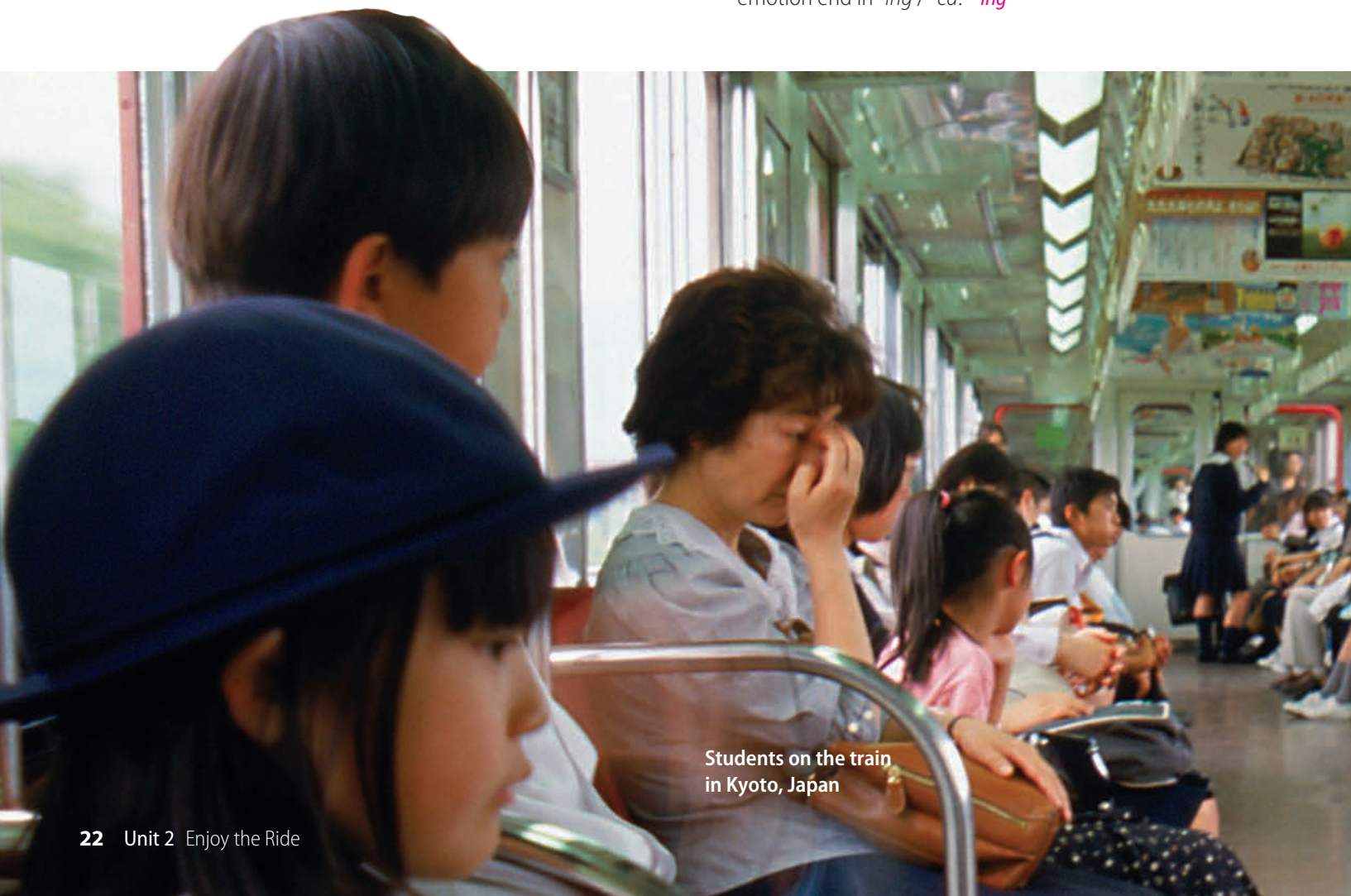
- a You might think it takes you a long time to get to school, but Santiago Muñoz has one of the most exhausting school commutes in the world... He's excited about having more time to spend with friends and getting more sleep!
- b They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.
- c For some students living along the Rio Negro, their trip to school is absolutely terrifying... If Daisy is scared, she doesn't show it!

Check page 130 for more information and practice.

- 9 Choose the correct option to complete the sentences.

Participial adjectives are adjectives that are made from verbs. They usually end in *-ing* or *-ed*.

- 1 Adjectives that describe how a person feels end in *-ing* / *-ed*. **-ed**
- 2 Adjectives that describe the thing that makes you feel an emotion end in *-ing* / *-ed*. **-ing**



Students on the train in Kyoto, Japan

## LISTENING

- **Warm up** Tell students they're going to listen to a short text about a boy's experience on the way home from school one day and then answer questions about it. Have them read the following questions to themselves:

1. *What did the boy lose?*
2. *What was in it?*
3. *What was the boy on when he lost it?*
4. *What stops was he between?*

- Read the text aloud at a normal rate:

*A boy lost his wallet on the way home today. He had \$20 in it. He was goofing around with his friends on the bus when he thinks it happened. He's pretty sure it was between the school and Park St.*

- Read the questions aloud and elicit the answers from the students. Ask *Do you think you could have answered the questions as easily if you hadn't known them before I read the text?* You might want to share the Exam Tip with students.

### Exam Tip

Many classroom and exam activities ask for missing information, either from a reading or an audio track. Taking the time to read through the activity to see what you need to look or listen for will make it easier to recognize the information when you read or hear it.

- **6** Tell students to look over the Activity 6 directions and the table they'll have to complete. Say *Just as you did in the Warm up activity, find out the information you have to listen for.* Then read the three names aloud. Ask *What information about each of these people will you be listening for?* Call on a student to answer. (The student should read the four column heads in the table aloud.) Point out that one piece of information has already been added to the table.
- If you think most students will have difficulty listening for all the missing information, you could put students in pairs, A and B, and have the As listen for the information for the first two columns, and the Bs listen for the information for the last two columns.
- **8** Copy the empty table on the board for feedback afterward. Play the track once straight through. Go around and notice how well students are doing (without saying anything). If you see the majority have not gotten all the information, be prepared to play the audio again. When students are finished, tell them to compare their answers with another student or pair.
- Invite students to take turns adding the missing information to the table on the board. Tell students to write one piece of missing information each before passing the pen or chalk to another student.
- **8** When the table on the board is complete, ask the class whether they agree with all the information, or whether they have different answers. Play the audio again to check.

- **7** Tell students to look at Activity 7 and read the questions to check that they understand them. Before playing the audio again, let students try to answer from memory. They can write *S, C, or D.*
- **8** Replay the audio. Give students time to compare their answers in pairs. Ask *Did anyone get all the answers right before listening again? Almost all of them right?* Acknowledge the students who did well. Then review the answers by calling on students to read and answer each question. Record the answers on the board.

## GRAMMAR Adjectives ending in *-ed* and *-ing*

- **8** Either have students read the Grammar box silently, or read it aloud yourself. Tell students to underline the adjectives that describe the different trips the students take to school and the adjectives that describe the emotions the students feel.
- Write two column headings on the board: *Describes the trip* and *Describes feelings*. Call on different students to name an adjective. Write it on the board, making sure to ask the student which column to write it in. Ask students what they notice about the two lists. (One group ends in *-ed*, the other in *-ing*).
- To wrap up, point to the *Describes feelings* column. Tell students to think about the emotions they talked about in Unit 1 and the suffixes you can use to make some adjectives into nouns. Ask *Who can name the emotion being described by each adjective?* (*excitement, exhaustion, terror or fear*) Some students may come up with *terror* because of *terrifying* in sentence *c*. Ask them if they can think of another adjective that means the same as *scared* (*terrified, afraid*). Point out that *afraid* is related to the noun *fear*.

**At this point, have students complete Activities 1 and 2 on p. 131 in the Grammar Reference section. You may also assign these activities as homework.**

- **9** Read the information about participial adjectives aloud to the class. Then read the directions and have students do the grammar-checking activity. Tell them to answer the two questions in pairs or ask the whole class the questions yourself.
- You can either go through the answers now or wait for students to read the Grammar Reference on p. 130 and then ask them, or call on individual students to give their answers.

- 10 Read the directions and the adjectives aloud. Have students look over the definitions below the table. Answer any questions they may have about the vocabulary. Then point out that item 1 has been done for them. Make sure they understand the activity. Say *Take a minute to read the Grammar box again*. If you think it's necessary do the second item with the class.
- Tell students to do the rest of the activity individually, using a dictionary if necessary. Circulate and check that students are doing the activity correctly and notice words and phrases they look up, ask you about, or underline. Focus on these in feedback.
  - When you ask for the answers, insist that students provide them in sentence form. Model by saying *The word terrified means very scared*. Remind them of the correct pronunciation of *-ed* words that they learned in Unit 1 (Student Book, p. 9).

### Teaching Tip

Students appreciate being corrected during speaking activities. Nevertheless, it can be discouraging knowing you've made a lot of errors. Here are some tips for student-friendly feedback:

- Don't interrupt students in the middle of a speaking activity, unless there are serious problems or no one is using the new language correctly. As you listen, quietly take notes on students' errors.
- Note where students have used new language well. They'll be reassured to know they're on the right track!
- Prioritize errors: those that could cause miscommunication, widespread errors, or errors that students will be able to immediately self-correct are high-priority. Most importantly, listen for students' use of the target language of the lesson.
- Encourage self-correction. Ask questions, such as: *Was that sentence correct? Why not?* Ask further questions to help students see their error.
- Name names! Don't be worried about saying: *Birgit, you said "x."* *What should you have said?* Students pay attention more when they hear their name.
- Point out the errors of the stronger students as well as of the less proficient ones to avoid students feeling they're being picked on.

- 11 Explain the activity. Tell students to choose the correct adjective in each description. Remind them that adjectives that describe how you feel end in *-ed*, and those that describe the thing that causes you to feel an emotion end in *-ing*. Have students make their choices individually.
- Go through the answers quickly before putting students in pairs to tell each other one or two experiences based on the prompts. Call on a student to read the model provided. Point out that the adjective in the prompt, *disappointed*, is repeated in the model. You might also tell the class about an experience you had as further modeling.
  - Explain to the class that this is a speaking activity so they don't need to write anything. Give them a few minutes to share one or two experiences with a partner. Circulate and note any problems students are having with the language, such as pronunciation or meaning. Remind them to use the adjective in the prompt when they relate an experience.
  - When most pairs have finished, stop the activity. Give some feedback about new language that came up, and then focus on errors to correct that will help students with the next speaking activity.

- 12 Explain that students now have a second chance to talk about the experiences in Activity 11, and that they should try to speak even better this time. Put them in groups of four to six, making sure they're not in groups with their partners from the previous activity. Have them read the directions.
- Allow enough time for every group member to share an experience. Then bring the discussion to a close and get the class's attention. Call on students from each group to share the best stories they heard with the class, and why they liked them. You might ask each group to tell the best story they heard in one of the categories named in the activity directions. For example, one group relates the most exciting experience they heard, another group, the most boring, and so on.

### Expansion

- Challenge students to write one or more stories based on the experiences they told or heard in Activities 11 and 12. Encourage them to elaborate on the stories with lots of descriptive details.
- Have students find out about other unusual, long, or dangerous school journeys. Tell them to choose one to describe and present in the next class.

10 Match the *-ed* adjectives (1–8) with their meanings (a–h). Then complete *-ing* adjectives.

<i>-ed</i> adjective	meaning	<i>-ing</i> adjective
1 terrified	e	terrifying
2 exhausted	h	exhausting
3 annoyed	b	annoying
4 disappointed	c	disappointing
5 depressed	f	depressing
6 shocked	a	shocking
7 worried	d	worrying
8 confused	g	confusing

- a surprised because of something bad that happened suddenly
- b unhappy and a little angry about something
- c unhappy because something was not as good as you hoped or because something did not happen
- d thinking about bad things that might happen
- e very scared
- f very sad and without hope
- g unable to think clearly about or understand something
- h very tired

11 Choose the correct option. Then work in pairs and tell your partner about one or two experiences you have had.

1 a destination you were looking forward to seeing but were a little *disappointed* / *disappointing* about when you got there **disappointed**

*I was excited about a school excursion to the History Museum, but it was really boring. Everyone was really disappointed.*

2 a *terrified* / *terrifying* experience you've had on a car trip

3 a day when you did so much walking that you were **terrifying** completely *exhausted* / *exhausting* at the end **exhausted**

4 the longest and most *bored* / *boring* trip you've ever been on **boring**

5 a trip when you were very *worried* / *worrying* that you wouldn't get to the destination on time **worried**

6 an *annoyed* / *annoying* delay on public transportation that you really didn't need **annoying**

7 a *depressed* / *depressing* trip somewhere when you had a horrible time **depressing**

8 an expedition that you'd be very *excited* / *exciting* to go on **excited**

12 Work in groups. Share your stories from Activity 11. Whose experiences have been the most exciting / boring / exhausting / frightening / disappointing?





## 2B Urban Explorers

# URBEXERS LIFE ON THE EDGE OF THE CITY

Standing on the Forth Bridge, Scotland

### VOCABULARY BUILDING Compound nouns


- 1 What places do visitors to your city or a city near you usually visit? *Answers will vary.*
- 2 Use words in columns A and B to make compound nouns. Check the spelling in a dictionary.

#### A

- 1 sight
- 2 a walking
- 3 a subway
- 4 a shopping
- 5 a construction
- 6 public
  
- 7 urban
- 8 rail
- 9 a sky
- 10 a roof
- 11 an amusement
- 12 a view

#### B

- a site
- b station
- c transportation
- d seeing
- e mall
- f tour
  
- g roads
- h top
- i park
- j exploration
- k scraper
- l point

- 3 Listen and check your answers to Activity 2. Underline the stressed part of each compound noun. Is there a general rule about where the stress is?  9

- 4 Which of the compound nouns in Activity 2 are things visitors might do, use, or visit? Which are buildings? Which are places the public doesn't usually go?
- 5 Use the compound nouns in Activity 2 to make eight sentences about your town or city. *Answers will vary.*

### READING

- 6 You are going to read an article about urban explorers (urbexers). Write three questions you'd like to find out about them. Does the article answer your questions? *Answers will vary.*
- 7 Choose the correct ending to complete the sentences.
  - 1 The article begins by talking about options for tourists because:
    - a they are good examples of urban exploration.
    - b they are very different from what urbexers do.
    - c the writer wants to recommend some ways of exploring cities.
  - 2 The places that urban explorers visit are:
    - a always underground.
    - b not used anymore.
    - c not usually attractive to many people.

# 2B Urban Explorers

## VOCABULARY BUILDING Compound nouns

**Warm up** Point out that the title of the lesson is Urban Explorers. Check students' understanding of the word *urban*. Ask *Do urban explorers explore the countryside or the city? (the city) Do you live in an urban area? What's the opposite of urban? (rural)*

- Have students look at the photo on p. 24. Ask *Is this an urban or a rural scene?* Call on students to describe what they see in the photo. Ask *Does this look like a place you'd like to visit? Why or why not?* Call on a few students for their responses. Explain to the class that they're going to learn about things you might see and do when visiting a city.



- 1 Read the directions aloud. Ask the class whether their town or city often gets visitors, or whether there are cities nearby that get a lot of tourists. Ask students what places the tourists usually go to see in these places.
- Start a list of students' responses on the board, for example, *park, museum or art gallery, shopping mall, theater, beach*, and so on. Discuss with students which places they would most recommend that a tourist see.

- 2 Focus students' attention on lists A and B. Explain the activity. Point out one or two compound nouns in the list of places on the board, for example, *art gallery* and *shopping mall*. Elicit other compound nouns the students already know, for example, *classroom* and *cell phone*. Tell students:
- It's *usually* the second part of the compound that says what something is. For example, a classroom is a type of room and a skateboard is a kind of board.
  - Compound nouns can be two separate words, one word, or a hyphenated word, and there are no rules about this; you have to memorize how a compound is written, as you would memorize the spelling of any word.
  - Tell students to match words in columns A and B to make compound nouns related to places in cities and things to do there. Tell them the words numbered 1–6 will combine with the words labeled a–f. Similarly, the 7–10 words will combine with the g–l words.

### Activities 2 and 3

- |                                |                             |
|--------------------------------|-----------------------------|
| 1 <u>sightseeing</u>           | 7 urban <u>exploration</u>  |
| 2 a <u>walking</u> tour        | 8 <u>railroads</u>          |
| 3 a <u>subway</u> station      | 9 a <u>skyscraper</u>       |
| 4 a <u>shopping</u> mall       | 10 a <u>rooftop</u>         |
| 5 a <u>construction</u> site   | 11 an <u>amusement</u> park |
| 6 public <u>transportation</u> | 12 a <u>viewpoint</u>       |

The first word of the compound is usually stressed, but there are exceptions.

- 3  9 Read the directions aloud. First, have students listen to check their answers to Activity 2. Play the audio. Ask for a show of hands. *Who got all twelve correct? Very good! Who got eleven? Ten? Did you know which compound nouns were one word?*
-  9 Tell students they're going to listen again. This time, they should underline the stressed part of each compound. Play the first item to check that students understand what *stress* means, and can hear it without difficulty. Play the rest of the audio.
  - Invite students to the board to write the compound nouns. Tell them to also mark the stress in your preferred way. Ask the class if they're all correct and discuss any differences of opinion. Then ask if students know or can guess what the general rule is for where to put the stress in a compound word.
  - The general rule is that in compound nouns, the first word of the compound carries the stress, as in *sightseeing*, but the stress does not always fall on the first syllable. Explain that there are exceptions to the general rule. In *public transportation* and *urban exploration*, for example, the second word carries the stress.
- 4 Read the directions for the class, then give students two minutes to look back at Activity 2 or the list of compounds on the board and decide their answers. Tell them several of the compounds fit more than one category.
- Review the answers by asking students to read their lists to the class. Check their pronunciation and stress.


### Activity 4

Do, use, or visit: sightseeing, walking tour, subway station, shopping mall, public transportation, urban exploration, railroads, skyscraper, amusement park; Buildings: subway station, shopping mall, skyscraper; Where the public doesn't go: construction site, rooftop

- 5 Read the directions aloud. Decide whether students write or say their sentences. Encourage them to make true sentences, even if that means making negative ones, for example, *Sightseeing isn't a reason people come to our town.*
- One idea is to do it as a game in pairs. Students close their books and take turns saying sentences to each other, such as *There's a bridge over the railroad tracks behind the park*, until they can't think of any more. The last person to say a correct sentence without repeating a compound wins.

For notes on Activities 6 and 7, see page 25a.

## READING

- 6 Focus students' attention on the photo. See if they get the connection between the section title, Urban Explorers, and the reading title, *Urbexers*. Then call on a student to read the title, subtitle, and photo caption aloud. Tell them not to start reading the article yet. Say *Based on the photo and the information (Olivia) just read, write three questions that you would like to have answered in the article.*
- Go around the class and check that students are writing questions correctly. You might prompt a variety of questions by writing on the board *Who? What? When? Where? How? What kind of? Why?* and so on. When most students have written three questions, call on several students to read one of theirs to the class.
  -  **10** Give students five minutes to read the article or play the audio track as they follow along in their books. Say *Read to see to if your questions are answered.* When everyone has finished reading, ask for a show of hands. Say *Hands up if the article answered all three of your questions. Good! Who had two of their questions answered? All right. Just one? None? OK.*
  - Call on students to read one of their questions that was answered aloud and to tell the class what the answer was.
- 7 Explain the activity. Advise students to read the sentences and answer options carefully first before making their choices.
- Review the answers with the class. Say *Number one, Who thinks the answer is—hands up—a? . . . b? . . . c? Good! The correct answer is b.* Then invite volunteers to tell where in the text they found the information that helped them pick the correct answer. Repeat the procedure with the rest of the items.

### Activity 7

1 b (lines 2–6: “For most people. . . the typical tourist options are. . . But. . .”); 2 c (lines 9–10: “. . . less beautiful, the places tourists are not supposed to see. . .”); 3 c (lines 19–20: “If somebody. . . no idea.”); 4 b (lines 24–25: “. . . the police stopped. . .”); 5 a (lines 32–34: “So we walked in. . . the door.”); 6 a (line 41: “old industrial sites”); 7 b (lines 47–end)

### Reading Strategy Note where the answer is

When answering comprehension questions, always make a note of the place in the text where you found an answer. (Mark the line number or numbers or underline words, phrases, or sentences.)

## CRITICAL THINKING Selecting information

- 8 Ask a student to read the Critical Thinking box to the class. Ask the class if they ever have to write articles about a subject. Ask *How do you decide what to include? What reasons might there be for including information or leaving it out?* Have students respond and discuss with the class.

- Have students look over items 1–9. Answer any questions they may have about them. Then tell them to look over the article again and decide which of the questions are answered. Remind them to note the place in the text where they find an answer. After several minutes, get them to compare their results in pairs.
- Review the answers by going through the questions one at a time and calling on different students to respond. If they say the question is answered, make sure they tell where in the article you can find the relevant information.

### Activity 8

- 1 is answered (We hear about stories in London, Paris, Chicago, and probably China);
- 4 is answered in the final paragraph;
- 6 is answered (We read about Bradley Garrett’s adventures in London and Chicago);
- 7 is answered in the paragraph beginning: “Why do urbexers do it?”;
- 8 is answered in paragraphs 2 and 6;
- 9 is answered in paragraph 2, lines 14–15, and indirectly in paragraph 6;
- 2, 3, and 5 are not answered

- 9 Read the directions and the three questions. Refer students to all the questions they wrote in Activity 6. Put students in groups of four to six to discuss the new questions.
- Circulate and check that students are doing the activity correctly. For the third question, tell them they can’t just say “Look online.” Make sure they specify, for example, what search terms they would use for each question.
  - Put students in new groups. Tell them to share their ideas.

### Teaching Tip

Normally, students tell the teacher their answers or ideas. After a speaking activity or class discussion, consider allowing students to give feedback to one another instead. Regrouping students so that they can rehash, or talk over, what they’ve discussed lets them reformulate ideas and say them in a better, more fluent way.

- 10 Conclude the lesson by asking students whether or not the article included mostly interesting and relevant information. For example, tell them to think about whether the article stayed on topic, or did it go off into unrelated areas. Ask *Was there anything in it you found boring? Did you wish there was more information about something in particular?*

### Expansion

Have students research the answers to the questions about urbexers that came up in the Activity 9 discussion.

**10** How do you get to know a city you've never been to before? For most people, the typical tourist options are enough. Take a bus tour to see the sights or, if you're feeling energetic, consider a walking tour. To get a taste of city life, use public transportation.

But there are people who want more than the standard tourist options. They are *urbexers*—urban explorers. They're interested in discovering parts of the city we normally see as less beautiful, the places tourists are not supposed to see: ghost subway stations that have been closed for years, shopping malls and amusement parks at night, abandoned\* factories, construction sites, tunnels, and railroads. It's not for everybody. You can't be scared of heights or small spaces and you have to be willing to take risks.

Bradley Garrett is one of them. Urbexers don't follow the same routes as everyone else: "I've been to Paris six times and I've seen more of the city underground than I have above ground," he says. "If somebody asked me for a good restaurant, I'd have no idea."

It wasn't until Bradley and his urbexer friends had climbed to the top of London's tallest skyscraper, the Shard, and had managed to visit all of the city's fourteen abandoned subway stations that the police stopped them from exploring as a group. Bradley was studying urbexers for a book he was writing when they had to stop.

Bradley's best experience as an urbexer was in Chicago with friends when they climbed the Legacy Tower, a 72-story skyscraper. "We were sitting on a rooftop looking up at this building when someone suggested we try to get up. So we walked in and just got in the elevator after some residents had opened the door. When we made it up to the roof, it was the most incredible view I've ever seen."

Why do urbexers do it? Many enjoy the excitement of putting themselves in danger. Some enjoy the feeling they get from being alone in abandoned places. "I feel I'm the only person in the world," says Zhao Yang, a 29-year-old Chinese urbexer who explores places where people used to work, like old industrial sites and abandoned hospitals. Like many urbexers, Zhao is an avid photographer who takes his smartphone to record what he sees, and, like many, he also writes a blog about his experiences, but he prefers to explore alone.

This can be dangerous, of course, but if you're interested in exploring city spaces, there are safe ways of doing it. For example, it's easy to look at a map, identify an area that is new to you, and go there. Another way is to try to get lost in your own town. Or you could just set off for a walk without planning your route. Who knows what you might find!

**abandoned** *left; no longer used*

- 3 Bradley Garrett:
  - a knows Paris very well.
  - b doesn't like high places.
  - c wouldn't be a very good guide for traditional tourists.
- 4 Bradley and his friends:
  - a weren't allowed to go to London's abandoned underground stations.
  - b can't explore together anymore.
  - c didn't climb the Shard.
- 5 Garrett's trip to the top of the Legacy Tower was:
  - a easy.
  - b lonely.
  - c well planned.
- 6 Zhao Yang:
  - a investigates abandoned factories.
  - b explores with friends.
  - c doesn't want to tell anyone about his experiences.
- 7 The article ends by:
  - a describing more activities that urban explorers do.
  - b recommending other ways of exploring cities.
  - c explaining the health benefits of urban exploration.

**8** Read the Critical Thinking box. Which questions does the article answer about urbexers and urban exploration?

- 1 Does urban exploration happen all over the world?
- 2 How long have people been exploring in this way?
- 3 How many people do it?
- 4 If I want to explore my local urban area, what can I do?
- 5 Is the word "urbexer" in the dictionary?
- 6 What are some of the stories that urbexers have?
- 7 Why is urban exploration attractive to some people?
- 8 What kind of places do urbexers visit?
- 9 What personal qualities do urbexers need?

**9** Work in groups. Discuss the questions. *Answers will vary.*

- 1 Did the article answer all your questions in Activity 6?
- 2 What other information would you like to learn?
- 3 How could you find out the answers to the questions that weren't answered?

**10** Do you think the author did a good job? Did he choose the information that was interesting to you?

*Answers will vary.*

## CRITICAL THINKING Selecting information

Writers have to think about the kind of information that will interest their readers.



Sydney Opera House and the city, Australia

## 2C Sydney on \$20

### GRAMMAR Narrative forms

- 1 Work in pairs. Can you remember Bradley Garrett's adventure at the Legacy Tower? Retell the story using these words.

rooftop

the elevator

view

- 2 Check your ideas in Activity 1 with the article on page 25.
- 3 Choose the correct options to complete the sentences in the Grammar box.

#### Narrative forms

- a It wasn't until Bradley and his friends had climbed / were climbing to the top of the Shard and used to manage / had managed to visit all of the city's abandoned underground stations that the police stopped / were stopping them from exploring as a group.
- b Bradley studied / was studying urbexers for a book he wrote / was writing when they had to stop.
- c "We had sat / were sitting on a rooftop when someone suggested / used to suggest we try to get up the Legacy Tower. So we walked / were walking in and just had gotten / got in the elevator after some residents had opened / were opening the door."
- d Zhao Yang explores places where people were working / used to work, like old industrial sites and abandoned hospitals.

Check page 130 for more information and practice.

- 4 Read the sentences in the Grammar box and complete these rules with *simple past*, *past continuous*, *past perfect*, or *used to*.

When we tell stories or talk about actions or events in the past:

- 1 we use the \_\_\_\_\_ to describe an incomplete action or event when another action happened. The actions are often connected with *when*, *while*, or *as*. We also use it to give background information. It is not used with stative verbs (*know*, *love*, etc.).
  - 2 we usually use the \_\_\_\_\_ to describe completed actions in the past. If actions happen one after another, we use this tense.
  - 3 we use the \_\_\_\_\_ to emphasize that one past action finished before another past action. The actions are often connected with *after*, *before*, and *already*.
  - 4 we usually use \_\_\_\_\_ to talk about situations, habits, and routines that were true in the past but are not true anymore.
- 5 Read about freeganism. What are the advantages of living like this? Would you like to live like this? What are the disadvantages?

Freeganism is a way of living and traveling that costs almost nothing. It's simply using your skills so you don't have to pay for things. People who practice freeganism are called "freegans," and they try to buy as little as possible because they want to save money and reduce their impact on the environment. They choose to eat food that has been thrown away and find alternatives to sleeping in hotels and paying for transportation when they travel.

# 2C Sydney on \$20

## GRAMMAR Narrative forms

- 1 **Books closed** Put students in pairs. Write the three words in the box in Activity 1, *rooftop*, *the elevator*, *view*, on the board and ask the class *Can you remember Bradley Garrett's adventures at the Legacy Tower?* Have pairs work together to retell the story using the three words on the board.
- **Optional** If you think that students may already be familiar with narrative tenses, give them a chance to show you how well they have mastered their use. Tell students to write the story from memory. Explain that they need to use the past perfect, past continuous, and simple past tenses in the story. In addition to the words on the board, display other words from the anecdote and tell students to try and use them, as well: *friends*, *sit*, *suggest*, *Legacy Tower*, *try to get up*, *walk*, *get in*, *residents*, *open*.
- Circulate as students write and try to gauge their level of understanding of the tenses by how well they use them. This information will help you focus on the least understood aspects of the grammar during the rest of the lesson.

- 2 Tell students to check their stories against the article on p. 25. Invite pairs (or individuals) to tell the class if there were any differences between the original text and their versions. Ask *Did anyone forget any details or get anything mixed up?* Discuss how the class did overall.
- 3 Read the directions aloud. Tell students the sentences in the Grammar box are based on the urbexer article, but they shouldn't refer to it as they do the activity.
  - When most students have finished, get them to compare answers in pairs and to help each other with anything they haven't finished. They can then check their answers by looking at the original sentences on p. 25.

**At this point, have students complete Activities 3–6 on p. 131 in the Grammar Reference section. You may also assign these activities as homework.**

- 4 Using the sentences in the Grammar box as examples, tell students to complete the rules in Activity 4 with the correct narrative tense.
  - To check the answers, you can either give them to the class yourself, wait for students to read the Grammar Reference on p. 130 and then review them, or call on individual students to give their answers. When they give an answer, ask for an example or examples of the tense from the Grammar box.

### Activity 4

- 1 past continuous, e.g., sentence *b*
- 2 simple past, e.g., sentence *c*
- 3 past perfect, e.g., sentence *a*
- 4 used to, e.g., sentence *d*

### Study Tip

It's helpful to remember that the continuous tenses always use a form of *be* + the present participle of the verb (the *-ing* form), and it's the form of the helping verb that indicates the tense:

Present continuous: *The urbexers are deciding what building to explore next.*

Past continuous: *The old staircase was crumbling under their feet.*

Future continuous: *Their legs will be aching when they finally reach the top.*

- 5 Remind students that urbexers don't do the usual things that tourists and casual visitors to places do. Have the class brainstorm common tourism practices. You might list some categories on the board to help get students thinking: *activities (sightseeing, visiting museums, theme parks, scenic areas, cathedrals); places to stay (hotels/motels, hostels, bed-and-breakfasts); places to eat (restaurants, cafes, hotels, open-air markets); ways of getting around (bus, taxi, bicycle, walking)*
  - Tell students to read the text about freeganism. When they're finished, ask them how freegans travel differently from typical tourists. (They do it for little or no money, without buying things and trying to travel for free.) If anyone is familiar with freeganism, have them tell about it.
  - Continue the whole-class discussion or put students in small groups. Discuss the advantages and disadvantages of freeganism. Ask who would like to live this way or at least try it out on their next trip, and why.
  - **Optional** Show the class a video about freeganism. For example, the TEDx Talk by Rob Greenfield, *How to End the Food Waste Fiasco*.

### Activity 5

Advantages – good for the environment; less food waste; cheap!

Disadvantages – unhealthy; stressful or dangerous; may be forced to do illegal acts, for example, traveling without a ticket


- 6 Say *Now you'll read about the real-life experiences of a freegan in Australia.* Read the Activity 6 directions aloud. Have students look over the paragraph. Explain that *working visa* refers to documentation that allows a person to work for a set period of time in a foreign country. Then do the first item with the class. If you think students need a refresher, have them review the information on past tense forms and *used to* on p. 130.
- Tell students to do the rest of the activity on their own. Circulate and check how many of the verbs students are getting correct. Question their ideas by asking them to justify their choices according to the rules in Activity 4. Review and record the answers for the class.

- 7 Explain the activity. Tell students that there is more than one possible answer for several of the items, but they should make sure to read the complete sentence first, and then write what they think is the best form of the verb. Do the first one with the class.
- Tell students to do the rest of the activity individually. Go around and check students' answers. Ask them to justify them according to the rules.
  - Call on individual students to give their answers. Write the verbs on the board. Make sure to write both options when applicable. Point out that the simple past is often possible where other narrative tenses might be more accurate.
  - At the end of the activity, ask the class whether their opinions about freeganism have changed since reading about Becky. Find out what they think now and why.

#### Activity 7

- 1 let / used to let    2 had contacted / contacted  
 3 used to get / got    4 was traveling    5 was  
 6 expected / had expected    7 was living    8 became  
 9 hadn't sold    10 ate / used to eat

#### 8 PRONUNCIATION *Used to*

-  11 Read the directions aloud. Play the audio. Point out the different pronunciations of *used*. As a main verb it is /ju:z(d)/, but in the *used to* structure to describe past routines, it is /ju:s(t)/.
- The preposition *to* is pronounced /tə/ in most sentences. It is not stressed. However, in final position (as in 3B), it is in its strong form /tu:z/.
- Have students practice saying the sentences individually. Check that everyone can say the different forms of the word. Then have pairs practice some more.

#### Activity 8

- 1 Our **grandparents never used to throw their food away.** /'ju:stə/  
 2 Did **people use to travel a lot when you were young?** /'ju:stə/  
 3 A: Do you **enjoy traveling by plane?**  
 B: I **used to, but not anymore.** /'ju:stuz/

- 9 Have students look at the directions. Do the first couple of items with the class to clarify the activity and model the sort of sentence you expect, for example, *Before this lesson I didn't know that Sydney was in Australia.*
- Show students how the different narrative forms may be used for each sentence. You might even ask them what tense each sentence beginning suggests, for example, item 4 may suggest the simple past and the past progressive (*The last time I cried was when I was watching...*). Go around and offer help to students who need it.
  - When most students have finished, call on a few to read their sentences to the whole class. Correct any tense or pronunciation errors.

#### Activity 9

##### Suggested answers:

- 1 ... what freeganism is.  
 2 ... play with dolls with my friends. ... / believe there were monsters under my bed.  
 3 ... come to school on my own. / think I was any good at math.  
 4 ... cried... I was watching a film with my family. It was embarrassing!  
 5 ... I went shopping last week. / ... I was saving up for a new bike, so I couldn't do anything with my friends. But it was worth it!  
 6 ... a new T-shirt... looking for a present for my mom's birthday.

- 10 Explain the activity. Remind students of the use of narrative tenses to tell stories and anecdotes.
- Have students look over the questions. Tell them that answering these questions will help them prepare what they will say. Also, tell them to try to identify points in the story when they can use each of the narrative tenses.
  - If students can't think of a suitable or memorable trip to write about, tell them they're free to make one up.
- 11 Remember that the idea is for students to make their own choice of activity here. However, you might want to make the decision for the students, in which case explain why.
- Have students look over the three activities. Explain that options 1 and 2 are speaking activities. For the first one, students should use the notes they prepared to tell a well-thought-out story to their partner. If you have time, you might suggest that students who opt to do the second one do the first as preparation.
  - Alternatively, have students record their stories. They can either keep it for themselves to help them hear their own errors and correct them, or share it with you and/or the rest of the class on a cloud-sharing app.
  - Once shared, students can listen to everyone's stories and choose the best ones in several categories they can create themselves—most exciting, funniest, and so on.
  - Option 3 is a writing activity. Display the stories on the wall or create a webpage for students to share them with classmates and others. Readers can vote for their favorite.

- 6 Becky Khalil was a freegan in Australia for some time. Choose the correct option to complete what she says about traveling as a freegan in Sydney.

I (1) used to think / *was thinking* that Australia was a really expensive place, and the first time I (2) went / *had gone there*, I worked to pay for my living expenses. But while I (3) had stayed / *was staying* in Australia last time, I (4) found / *used to find* another way to live. I (5) used to use / *had already used* my working visa on my first trip, so I couldn't get a job this time. To make things worse, someone (6) was stealing / *had stolen* all my money during a train ride. So I (7) became / *had become* a freegan. Before, I (8) used to buy / *was buying* too much food and threw a lot of it away, but this time I (9) had eaten / *ate* leftover food from friends and shops, like day-old bread. I (10) didn't spend / *hadn't spent* anything on accommodations, less than \$100 on travel, and less than \$20 on food for six weeks!

- 7 Complete the rest of Becky's story with the best form of the verbs.

Most of the time, friends of mine (1) \_\_\_\_\_ (let) me sleep on their couches, but before my trip I (2) \_\_\_\_\_ (contact) a company that organizes "house-sitting" jobs, so sometimes I took care of houses when the owners were on vacation. To save money on bus fares, I (3) \_\_\_\_\_ (get) rides with people I knew, and while I (4) \_\_\_\_\_ (travel) around the country, I usually decided to camp. Once I went to sleep under the stars because I (5) \_\_\_\_\_ (be) too tired to put my tent up. Finding cheap or free food was much easier than I (6) \_\_\_\_\_ (expect) it to be. Even in winter, I enjoyed it because I (7) \_\_\_\_\_ (live) with other freegans and we (8) \_\_\_\_\_ (become) friends and helped each other. At the end of each day, stores gave us anything they (9) \_\_\_\_\_ (not sell). Believe it or not, we (10) \_\_\_\_\_ (eat) extremely well!

8 PRONUNCIATION *Used to*

Listen to these sentences. How is *used to* pronounced? Practice reading the sentences. 🔊 11

- 1 Our grandparents never used to throw their food away.
- 2 Did people use to travel a lot when your parents were young?
- 3 A Do you enjoy traveling by plane?  
B I used to, but not anymore.

- 9 Complete the sentences in your own words. Then work in pairs and compare your sentences.

- 1 Before this lesson I didn't know...
- 2 When I was younger, I used to...
- 3 I didn't use to... (but I do now).
- 4 The last time I... was when...
- 5 I didn't spend any money when...
- 6 I bought... while I was...

- 10 Prepare notes about a trip you have taken that was memorable in some way. Use these questions to help you plan what you are going to say. **Answers will vary.**

- Where did you go? Did you use to go to the same destination regularly, or was this the first time?
- How did you travel?
- When did you make the trip?
- Who did you go with?
- What memorable things happened? What were you doing when they happened?
- How did you feel about the trip in general?

- 11 CHOOSE Choose one of the following activities. **Answers will vary.**

- 1 Work in pairs. Tell your stories to each other. Ask each other questions to find out more.
- 2 Present your story to the class.
- 3 Write your story. Read each other's stories and choose your favorite.





## 2D Happy Maps

“If you think that adventure is dangerous, try routine. It’s deadly.”

**DANIELE QUERCIA**

Read about Daniele Quercia and get ready to watch his TED Talk. ▶ 2.0

### AUTHENTIC LISTENING SKILLS

#### Understanding accents

When you travel abroad or listen to people on TV and the internet, you will hear foreign and regional accents in English. It’s helpful to practice listening to different accents so you can enjoy listening to people from all over the world.

- 1 Listen to the beginning of the TED Talk, at first said by a native English speaker and then by Daniele Quercia, a native Italian speaker. Compare the pronunciation of the underlined sounds. 🔊 12

“I have a confession to make. As a scientist and engineer, I’ve focused on efficiency for many years.”

- 2 How do you say these sentences? Listen to Daniele and a native speaker to compare. 🔊 13

- 1 I lived in Boston and worked in Cambridge.
- 2 I teamed up with Luca and Rossano.
- 3 They also recalled how some paths smelled and sounded.

#### 3 MY PERSPECTIVE

Which of these statements do you agree with? Why?

- 1 Learners should try to sound like native speakers of English.
- 2 Sometimes it’s easier to understand other non-native speakers of English than native speakers.
- 3 Your foreign accent in English is an important part of your identity, so be proud of it.

### WATCH

- 4 What do you usually see on your way to school? What can you hear? What can you smell? *Answers will vary.*

- 5 Watch Part 1 of the talk. Answer the questions. ▶ 2.1

1 What journey helped Daniele see that travel isn’t just about efficiency? **c**

- a moving from Boston to Barcelona
- b a bicycle race he took part in
- c his commute to work

2 How was the new route different from the old one? **b**

- a It went along Massachusetts Avenue.
- b It had less traffic.
- c It was shorter and quicker.

3 What does Daniele say about mapping apps? **a**

- a They encourage people to explore more.
- b They give you too many choices about which way to travel.
- c They are very similar to computer games.

- 6 Watch Part 2 of the talk. Choose the correct option to complete each sentence. ▶ 2.2

1 Daniele changed his research to look more at how people experience / get around the city.

2 The red path on the map is the shortest / most enjoyable one.

3 They collected data by asking people to play a game / take a test.

4 The first map that they designed was of Boston / London.

## 2D Happy Maps

- **Warm up** Tell students they are going to watch a TED Talk about a new kind of map. Read the quote aloud and ask students to translate it or say what they think it means in English (or both). Ask students if they think adventure is dangerous, and why. Take a few responses. Then ask *If adventure can be dangerous, why might someone say that its opposite is not safe?*
- **▶ 2.0** Tell students they're going to see a short text on the video to introduce the talk and the speaker. Play the *About the speaker* section. Then do the vocabulary activity.

### AUTHENTIC LISTENING SKILLS

#### Understanding accents

- 1 Either ask students to read the Authentic Listening Skills box silently to themselves or read it to the class yourself as they follow along. Then ask the following questions:  
*Where do you hear English spoken by a variety of nationalities? Which accents are important for you to understand? Why? Which accents sound nice to you? Why? Which accents are clearest to understand? Why?*
- **🔊 12** Read the directions aloud. Focus students' attention on the underlined sounds. Play the recording twice.
- Invite students who are feeling confident to explain the difference. Point out that some native English-speaking accents, such as the London accent, drop the /h/ at the beginning of words, and -ed is sometimes not pronounced by native English speakers.

#### Activity 1

The first speaker pronounces *have* /hæv/ while Daniele pronounces it /æv/, dropping the initial /h/.  
The first speaker pronounces *focused* /fəʊkəst/ while Daniele pronounces it /fəʊkəs/, dropping the /t/ sound of -ed.

- 2 Tell students to read three more sentences from the TED Talk they're going to hear and to practice saying the sentences as naturally as possible. They can listen to each other in pairs if you think this will help them notice differences.
- **🔊 13** Tell students to listen to the same two voices and notice the pronunciation of the words. Play the audio.
- Play the audio again, but pause it to allow students to repeat the sentences. Let them choose whether they want to practice an Italian accent, the native speaker's regional accent, or perhaps best of all, their own accent! Practicing all three allows them to feel as well as hear the differences.
- Check answers as a class. You might ask students what the typical characteristics of English as it is spoken by speakers of their own language are.

#### Activity 2

In sentence 1 Daniele pronounces the -ed endings of both verbs (same as the native speaker), but not in sentence 2. In *smelled* in sentence 3 he drops the -ed but pronounces it in *sounded*. He drops the /h/ in *how* in 3.

- 1 I lived in /lɪvdɪn/ Boston and worked in /wɜːktɪn/ Cambridge.
- 2 I teamed up /tiːmɒp/ with Luca and Rossano.
- 3 They also recalled how /aʊ/ some paths smelled /smel/ and sounded /saʊndɪd/.

- 3 Tell students to read the directions and the statements. Give them a few minutes to formulate their viewpoint on each one. Tell them they'll have to explain it.
- Read the first statement aloud. Ask for volunteers to tell whether they agree with it or not. If no one volunteers, call on some students to respond. Guide them, if necessary, to justify their opinions.
- **Optional** Students "take a stand." Put up two signs at opposite ends of the classroom, *AGREE* and *DISAGREE*. After students have thought about the statements, read each one aloud and tell the students to stand anywhere in the room to reflect their viewpoint about it. They can stand next to either sign or somewhere in the middle. Have them justify their position.

#### WATCH

- 4 **Optional** Show the class a still image from the talk (at 7:40) that shows two photographs, A and B, of an urban street scene and leafy suburban garden scene, respectively. Dictate the following questions for students to write:  
*How would you describe the two scenes?  
Is your trip to school more like the first or second photograph?  
What do you like or dislike about your trip?  
What do you usually see on your way to school? What can you hear? What can you smell?*
- 5 **▶ 2.1** Ask students to read the questions and check that they understand them. Play Part 1 of the video.
- Tell students to compare their answers in pairs. Go around and notice how well they did and whether you will need to play Part 1 again.
- Check answers by reading aloud the questions and having the whole class call out the answers.
- 6 **▶ 2.2** Ask students to read the directions and sentences and check that they understand them. Play Part 2.
- Tell students to compare their answers in pairs. Decide whether you need to replay the video. Check answers by calling on students to read the completed sentences.

## 7 VOCABULARY IN CONTEXT

- **7a** ▶ **2.3** Tell students that they're going to watch some clips from the talk that contain new or interesting words or phrases. They should choose the correct meaning for each one. Play the Vocabulary in Context section of the video.
- Pause after each question on the screen so students can choose the correct definition, then play the answer. Give an additional example before moving on to the next question. If you like, you can ask students to call out the answers.
- **7b** Have students look over the sentences. Check that they understand the words in italics and reteach if necessary, or ask students if they can recall the examples in the talk. Tell students to think of their own examples of the five things. Point out that they relate to some of the new words and phrases they just learned in Activity 7a. Give them two minutes and make sure they write down their ideas.
- At the end of the activity, give some feedback about new language that came up, and any errors, which you may have written on the board. You can also retell some examples you heard or call on one or two students to tell the class the most interesting things they said or heard.

## CHALLENGE

- Read the Challenge activity aloud. Make sure students understand the activity. Give them a few minutes to make notes about the three places. Encourage students to think of more than one place for each category, if possible.
- If you think students might struggle to come up with ideas, you could talk about places you know first. Smells might include smells from a factory, the sea, farms, traffic, food markets, and so on. Sounds could include alarms, airplanes, music, birds, or other animals. Memories could be positive or negative.
- When most students have written all their places, put them in pairs to share them with a classmate and to help each other with ideas and vocabulary. Circulate and provide assistance as needed.
- Call on students to share some of the smells, sounds, and memories they talked about. You could remind students of the structures *It smells/sounds like...* and *It reminds me of...* to help them express their ideas.

- **8** Give students a couple of minutes to read the questions and check that they understand them. Then put them in groups of three to five. Give them ten minutes to discuss the four items.
- Go around and help groups with their ideas, asking questions and making suggestions. When groups have discussed enough, regroup the class and tell students to share their group's ideas with another group. Or, have groups share their ideas with the whole class, one group at a time. Have different groups focus on one of the first three questions.
- Wrap up by asking individual students how they answered the last question, *Would they like Daniele's mapping app on your smartphones?*

## Activity 8, Suggested answers:

- 1 by taking routes that are more interesting, beautiful, or quiet, we can break out of our routines and enjoy life more
  - 2 Students' own answers
  - 3 A tourist might appreciate having different options for getting to the popular sites; a bicycle courier might want to know how to avoid congested areas; a student might enjoy a quieter route to school to think more clearly; a taxi driver might want to know different routes depending on passengers' wishes.
- **9** Read the directions aloud and have students look at the descriptions of the two routes. To make it more realistic, you might show them photos of two groups of visitors, an older group of tourists with cameras and guidebooks and a group of teenagers in a tourist setting.
  - Put students in pairs. If you have physical maps of the local area, use them. Otherwise, students may have access to online maps via their mobile devices or class computers.
  - It is possible to do this without maps if the students know the area well. In fact, you may decide to get them to discuss their routes without a map because that means they have to communicate their ideas with each other verbally, without resorting to visual support. Tell students to write down their routes and include as many helpful details as they can.
  - The next lesson's language focus is on giving directions, so this can be an opportunity to evaluate their competence in this area. Make a note of any errors that they make, for example, *Turn to left*, *Go through Park Street*, and so on, which can then be used as a benchmark for the next lesson.
- **10** Explain the activity. Join pairs to make groups of four or six people. Give them time to compare their routes and discuss the activity questions. Have them evaluate one another's routes and discuss what they think are the best parts of each one. Then have them vote on the overall best route.
  - Finish with a whole-class discussion about the routes the students have proposed and other issues that came up. Correct any common or interesting errors that you heard. Call on different groups to present the tour they voted the best. Have the rest of the class make comments and ask questions.



- 5 Their research now is in developing maps based on smell, sound, and *memories / sights*.
- 6 Their goal is to encourage people to take *the best path / many paths* through the city.

## 7 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 2.3
- b Think of examples of the following things. Then work in pairs and compare your examples. *Answers will vary.*
  - 1 a place that's *surrounded by* nature
  - 2 a time when you felt *shame*
  - 3 somewhere that only has a *handful of* stores
  - 4 a situation that makes you feel *shy*
  - 5 a time you *teamed up with* someone

### CHALLENGE

Work in pairs. Daniele asks, "What if we had a mapping tool that would return the most enjoyable routes based... on smell, sound, and memories?" Think of places near where you live that:

- have an interesting smell.
- make you think of an interesting sound.
- remind you of a memory.

Tell your partner about them.

## 8 Work in groups. Discuss the questions.

- 1 How does Daniele think that his mapping app will make people's lives better?
- 2 Daniele's London map shows routes that are short, happy, beautiful, and quiet. Which kind of route would you prefer to use to get around your city? Why?
- 3 Why might these people be interested in using this kind of mapping app? Give reasons for each one.
  - a tourist spending a week in a new city
  - a courier who delivers letters and packages quickly for companies by bicycle
  - a student
  - a taxi driver
- 4 Would you like to have this mapping app on your smartphone? Why?

## 9 Work in pairs. Look at a map of your town or a city that you know well. Plan two one-hour walking routes. *Answers will vary.*

- Route 1. This must include as many beautiful sights and interesting places as possible.
- Route 2. This must include the places most likely to interest teenagers who are visiting the city.

## 10 Work in groups. Compare your routes and discuss the questions. *Answers will vary.*

- 1 As a tourist, what tour would you enjoy most? Why?
- 2 What other types of (guided) tours could you offer?

## 2E You Can't Miss It


### SPEAKING

- 1 Work in pairs. Discuss the questions. *Answers will vary.*

How do you find your way when you are lost? Have you ever used a map, GPS, or app to help you, or do you prefer to ask someone?

- 2 Listen to two conversations. Complete the table.  14

	Conversation 1	Conversation 2
1 Do the speakers know each other?	No	Yes
2 Where do they want to get to?	museum	friend's house
3 How are they traveling?	on foot	by bike
4 How far is it?	15 min	a half mile from station
5 What will they do if they get lost?	ask someone	phone friend

- 3 Look at the map and listen again. Match a letter from the map with each of these places.  14

- 1 where the first conversation takes place **E**      3 the movie theater **B**  
 2 the science museum **A**      4 Melanie's house **D**

- 4 Use one word to complete the expressions. Listen again to check.  14

- 1 Can you **help** me? I'm trying to **get** to the museum.  
 2 It's a long **way** from here. About a fifteen-minute **walk**.  
 3 Go up Northway Street for about five minutes **until (till)** you get to the supermarket on your left. Then take the first... no, the second **right**.  
 4 You can't **miss** it.  
 5 Can you give me **directions** to your house?  
 6 So if the station's **behind** you, you'll need to turn right.  
 7 At the **end** of the street you'll see a movie theater in front of you.  
 8 **Stay** on Northway Street until you get to a supermarket on your right. Just after **that**, there's a street on the left.

- 5 Label the sentences in Activity 4 with the correct category (A–D) from the Useful language box. **1 A 2 D 3 B/C 4 B/D 5 A 6 B/C 7 C 8 B/C**

- 6 Work in pairs. Ask for and give directions between places on the map.

- 7 Work in groups. Give directions to each other from school to destinations around town. Listen and say what you think the destinations are.

### WRITING A story

- 8 Work in pairs. Read the writing task below. Then tell your partner about a time when you got lost.

Write a story that ends with the sentence: *After so many hours feeling completely lost, I ended up just where I needed to be!*



#### Useful language

##### A Asking for directions

*Excuse me. Can you tell me how to get to...? / Do you know the way to...?*

##### B Giving directions

*Go all the way up there until you get to...*

*At the traffic lights, go straight / turn right.*

*After 200 yards, take the first exit off the traffic circle.*

##### C Talking about landmarks and destinations

*Go past a... on your left / right.*

*The train station is on your left.*

##### D Talking about time and distance

*It's not very far from here.*

*It's less than half a mile from there.*

## 2E You Can't Miss It

### SPEAKING

- **Warm up** Tell the class you're going to direct them from the school to somewhere in the area. They must listen and decide where the directions lead them. Suggest that they close their eyes to visualize. Choose a place close by that they'll all know. Give them the directions slowly and clearly. Don't repeat them. Say something like *Turn left out of the school entrance. Go along the street for about 100 meters (328 feet), then take the second turn on the right. . .*
  - Students call out the place as soon as they think they know it. The first person to correctly identify the destination is the winner. Invite her or him to the front of the class to give the reverse directions from the place back to school.
- 1 Read the directions and questions aloud. Put students in pairs to talk about their experiences finding their way around unfamiliar places.
    - In feedback, if students say they don't ask for directions because they always use their phones, ask them what they would do if they had lost or broken their phone or the signal was weak.
  - 2  14 Discuss the activity directions and the table with the class. Make sure they understand the information that they need to listen for. Ask them to give you some possible answers for each question to check that they have understood. Then play the audio.
    - When the audio has finished, tell students to compare answers in pairs before calling on a few to provide the answers.
  - 3 Focus students' attention on the map on p. 30. Explain that it shows the area described in the audio as it might look displayed on a smartphone. Tell them you're going to play the track again and they should listen carefully in order to figure out which of the letters on the map, A–E, are the four places described. Point out that there are two places for each conversation and that there is one place on the map that is not described.
    -  14 Play the audio. When students are done, circulate and notice how well they did. If you see the majority have not understood, replay the audio.
    - Review the answers by calling on a student to say which letter marks the spot where the first conversation took place. Ask the rest of the class to raise their hands if they disagree. Have the class call out the correct answer or replay the audio if there is disagreement. Repeat for the remaining three places.
  - 4 Read the directions. Tell students to try to remember or guess the missing words from the conversations. Give them two minutes for this, and then have them share their answers with a classmate before replaying the audio.
    -  14 Play the audio again for students to check their answers. As you review the answers, ask students if they
- thought of other words or phrases you could use for each blank. Have them share their suggestions and accept or correct as appropriate.
- 5 Draw students' attention to the Useful language box. Point out the different categories. Explain what landmarks are, if necessary (identifying features or places in a landscape). Then read the phrases aloud for the class.
    - Read the Activity 5 directions. Show students how item 1 in Activity 4 belongs in the first category. (A: Asking for directions) Ask the class *What category is item 2?* (D: Talking about time and distance)
    - Have students categorize the rest of the expressions on their own. Point out that some of the items contain information in more than one category. Check answers as a class.
  - 6 Put students in pairs. Tell them to take turns asking for and giving directions between places on the map, for example, between C and A, or between the supermarket and the station. Model the activity. Call on someone to ask you how to get to one of the places. Respond using the useful language you learned.
    - Have partners conduct their conversations. Circulate and check how they're doing. For feedback, identify any errors you heard and correct them for the class. Praise the use of the new language and point out any places where they could have used it but didn't.
  - 7 Put students in groups of three to six and explain the game: One person gives directions to the group without saying where the directions take them. The first person to correctly identify the destination chooses a new place and gives the directions to the group. The group member who identifies the most destinations first wins the game.

### WRITING A story

- 8 Remind students of the stories they told about a trip they took. Tell them they're going to learn how to write good stories. Put them in pairs. Say *But first, tell a story to your partner.* Read the directions and topic aloud.
  - Give students a few minutes to think about a time when they got lost and to make some notes. Prompt them with some likely situations, such as a trip when they were very young—to a large, crowded city, train station, department store, amusement park, or parade.
  - Invite one or two students who've decided what they'll talk about to share their ideas with the class. Then have pairs tell their stories. You might want to write the last sentence on the board for them to refer to.

- 9 Tell the class to read the story on p. 149 and decide at which moments in the story the writer felt uncertain about where he was. Ask if anyone can define *uncertain*. (not being sure about something; feeling unsure)
- After students have read the story, say the numbered phrases one at a time, beginning with *Did the writer feel uncertain talking to his cousin?* Have the class call out *Yes* or *No*. (*No*) May sure everyone agrees. If not, have students justify their answers with evidence from the story. Repeat for each activity item.

## 10 WRITING SKILL *JUST*

- Read the directions and the numbered sentences aloud. Point out to the class that all the sentences contain the word *just*, but the word means something different in each one. Tell them to match the sentences with the correct meaning of *just*.
- Suggest that they replace *just* with the synonym they've chosen and read the sentence again, checking that it makes sense and has the same meaning. When students have finished, review the answers as a class.
- Point out that *just* is a very common word. In one study it is the 57th most common word in the English language. One reason is that it has different meanings depending on the context in which it's used. Ask students if they can think of other sentences and phrases that contain the word *just*. If not, ask *In the Nike slogan "Just do it," what does just mean? (only comes closest, or merely, which students may not be familiar with) What does just mean in the song "Just the way you are" by Bruno Mars? (exactly), and so on.*

### Expansion

Dictate the following sentences, without saying *just*:

I've (just) seen today's paper.

They were (just) interested in making money, nothing else.

Fortunately, I had (just) enough money for lunch.

I was (just) about to book the trip when my boss told me she needed me that week.

(Just) as I was arriving at the gas station, the gas gauge hit "Empty."

Have pairs of students decide where to put *just* in each sentence and what it means.

- 11 Explain the activity. Read the three endings. Make sure students understand that they only need to write one story, so they have to choose just one of the endings. Give students a few minutes to think. Tell them to look at the model on p. 149 and read the callout, or note, about the last sentence. Say *It might help you narrow the choices down. In other words, the ending you choose has to flow logically from the story you're telling.*

### Writing Strategy **Make a checklist**

As students learn different genres of writing, it's helpful for them to make a checklist of the elements that should be included in each genre. They can keep the checklists in a writing notebook and refer to them for their writing assignments and before exams. As students learn more writing techniques and their writing assignments become more demanding, they can add to their checklists.

For stories, a beginning checklist should include the following: believable characters; details about the setting; events written in an order that makes sense; a clear beginning, middle, and end; a logical ending.

- 12 Read the two numbered directions and then draw students' attention to the Writing strategies box. Tell them it will help them plan and organize their story. Have students look it over. Say *Use the questions to help you start making notes about your story.* Tell them to review the notes they made for Activity 10 on p. 27 for ideas.
- Go around and make sure that students are making notes. Provide assistance as needed. Remind them to use some of the adjectives they learned on pp. 22–23 to make their stories come alive and to use the narrative verb forms they learned (simple past, past progressive, and past perfect).
- 13 Before students put the finishing touches on their stories, tell them to use the model on p. 149 as a checklist to make sure they've included all the elements of a good story. Assign the writing for homework or set a time limit of about twenty minutes to do it in class.
- As students are writing, go around and provide assistance as needed. Students may need help with language and the narrative tenses. You might note some common errors for feedback when the time is up.
  - When students are ready, have them share their stories with the class. They could read them aloud or post them for their classmates to read. To wrap up, discuss students' favorite stories. You might ask them to create different categories (the best and worst experiences, the most exciting, the funniest, the scariest, and so on) and vote for the best story in each one.

### Expansion

- Students write another travel story beginning with this sentence: *It was a trip I had looked forward to for a long time.*
- Students prepare three questions to test their classmates at the start of the next lesson about the things they studied in Unit 2.

9 Read the story on page 149. When did the writer feel uncertain?

He felt uncertain in moments 2, 3, 5 of the story.

- |                         |                           |
|-------------------------|---------------------------|
| 1 talking to his cousin | 4 when he got off the bus |
| 2 at the bus stop       | 5 on the motorcycle       |
| 3 on the bus            | 6 at the boat             |

10 WRITING SKILL *just*

Match the sentences (1–5) with the meaning of *just* (a–e).

- 1 My cousin had just returned from an island called Koh Tao. **b**
- 2 An old man pointed to a bus that was just about to leave. **e**
- 3 I was just falling asleep when the driver shouted, "Koh Tao!" **d**
- 4 I couldn't see the sea, just a quiet road. **a**
- 5 I ended up just where I needed to be! **c**

- |                   |  |
|-------------------|--|
| <b>a</b> only     | <b>d</b> almost                                |
| <b>b</b> recently | <b>e</b> very soon ( <i>with be about to</i> ) |
| <b>c</b> exactly  |  |

11 You are going to write a story about a trip that ends with one of these three sentences. Choose your ending.

- That was one of the worst trips of my life.
- I hadn't expected to have such an exciting trip.
- Getting to school had never been so complicated.

12 Prepare to write your story.

- 1 Use the questions in the Writing strategies box to write the details of your story.
- 2 Think about the verb forms you will need to tell the story.

13 Write your story. When you have finished, share it with other people in the class. Whose stories sound like the best/worst experiences?

## Writing strategies

### Writing a story

Use a paragraph plan like this when you write a story:

#### Paragraph 1: Set the scene

Where does the story start?

Who is the story about?

When does the story take place?

#### Paragraphs 2 and 3: Main events

What happened?

How did you feel?

What happened next?

#### Paragraph 4: The end

What happened in the end?

How did you or other people feel?

What do you remember most about the events?

Koh Tao is a beautiful island in Thailand. Its name means "Turtle Island."

