

# 14

Present Continuous for future  
Question word revision  
Travel and transport • Going sightseeing

**It's time to go!**

## Introduction to the unit

This unit is called 'It's time to go!' and its theme is travel, transport, and sightseeing. The use of Present Continuous for future plans is presented, building on students' knowledge of the form of this tense from Unit 13. *Wh-* question words are reviewed as part of the practice of asking about plans with the Present Continuous. Students also get listening and speaking practice with a section on holiday plans, using the Present Continuous for future. The lexical set of transport and travel is reviewed and extended, and there is a *Reading* section on an amazing journey by car. The travel theme is carried through in the *Everyday English* section with a focus on sightseeing.

## Language aims

**Grammar – Present Continuous for future plans** Students will be familiar with the form of the Present Continuous, having practised it for talking about actions happening now or around now in Unit 13. This unit presents and practises its other use – talking about future plans.

### POSSIBLE PROBLEMS

The use of a present tense to refer to future plans may seem strange to students at first, but they soon become accustomed to it with practice. In the presentation and practice, ask a simple concept question – *Now or future?* about the use of the tense to make sure students are clear about the time reference.

**Question words** The question words students have met in previous units are reviewed as part of the practice of the Present Continuous questions for future plans.

**Vocabulary** The lexical set of travel and transport is reviewed and extended. Students focus on forms of transport and collocations, e.g. *book a hotel, catch a plane*, etc. The travel theme is carried through in the *Reading* section with a text on an amazing journey in a Mini car!

**Everyday English** This highlights and practises the language used when talking about places you have visited and also practises conversations in a tourist office.

**Workbook** The Present Continuous for future plans is consolidated in the positive and question forms. Students also focus on the time reference in different Present Continuous sentences, and get further practice in understanding plans in a listening task.

There is a pronunciation exercise to practise shifting sentence stress.

The lexical set of travel and transport is consolidated.

Further reading and listening practice is given with another text on an eventful journey.

The language of going sightseeing from the *Everyday English* section is further practised.

## Notes on the unit

### STARTER (SB p104)

- 1 This *Starter* section reviews days, months, and how we say years in English. It also establishes the concepts of 'now' and 'future' as preparation for talking about future plans in the next section. Focus attention on the questions and elicit the answers from the class. Make sure students use *and* correctly when they say the year: 2002 – *two thousand and two*. Also check

for correct pronunciation and word stress in the months and days.

- 2 Get students to say the months round the class. If students have problems remembering the months, or pronouncing them, drill the words chorally and individually and then get students to repeat the task. Repeat the above procedure for the days of the week.

## HOLIDAY PLANS (SB p104)

### Present Continuous for future

- 1 **T 14.1** Focus attention on the photo and ask *What's her name?* (Ellie.) Focus attention on her diary and explain that it shows her plans for next week. Pre-teach/check *collect tickets, pack bags, and fly* from the diary. Play the recording and get students to listen and read Ellie's diary. Elicit why Ellie is excited (She's going on holiday to Mexico.)

#### Tapescript

I'm going on holiday to Mexico next Friday, so next week's very busy. On Monday I'm collecting my tickets from the travel agent. I'm going on holiday with my friends Ed and Lucy, so on Tuesday I'm meeting them after work and we're going shopping. On Wednesday I'm seeing the doctor at eleven o'clock, then I'm having lunch with mum. On Thursday I'm leaving work early and I'm packing. I'm taking just a bag and a rucksack. Then it's Friday. Friday's the big day! At six thirty in the morning I'm going by taxi to the airport. I'm meeting Ed and Lucy there and at nine thirty we're flying to Mexico City. I'm very excited!

- 2 This exercise presents the use of the Present Continuous for future plans, but treat it initially as an information gap-fill and leave the explanation of the tense use until you focus on the *Grammar Spot* section. Focus attention on sentence 1 as an example. Also elicit the answer to the second gap in sentence 3 (*having*) to alert students to the need for the *-ing* form in some sentences.

Get students to complete the sentences, working individually. Get them to check in pairs before checking with the whole class.

#### Answers

- 1 On Monday she's collecting her **tickets** from the travel agent.
- 2 On Tuesday she's meeting Ed and Lucy after **work** and they're going **shopping**.
- 3 On Wednesday she's seeing the **doctor** at 11 o'clock, then she's **having** lunch with her mother.
- 4 On Thursday she's **leaving** work early and she's **packing** her bags.
- 5 On Friday at 6.30 in the morning she's going by **taxi** to the airport and she's **meeting** Ed and Lucy there. At 9.30 they're **flying** to Mexico.

## GRAMMAR SPOT

- 1 Read the notes as a class. Focus attention on the examples and ask *Now or future?* about each one (future). Establish that the form is the same as the tense students used in Unit 13 to talk about actions happening now, but that these sentences refer to future time.
- 2 Ask students to underline the examples of the Present Continuous in the sentences in exercise 1 of *Grammar Spot*.

Read Grammar Reference 14.1 on p127 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

## ADDITIONAL MATERIAL

### Workbook Unit 14

**Exercises 1 and 2** Exercises to consolidate the form and concept of the Present Continuous for future.

### Questions

- 3 **T 14.2** This section focuses on *wh-* questions with the Present Continuous for future plans. Focus attention on the question and answer and refer students back to Ellie's diary. Play the recording and get students to repeat chorally and individually. Encourage them to reproduce the falling intonation on the *wh-* question. Focus attention on the speech bubbles and elicit the answer (*She's meeting Ed and Lucy. They're going shopping.*) Get students to practise the exchange in open pairs. Students then continue in closed pairs, asking and answering the questions about the other days of the week. Monitor and check for correct question formation and intonation. Check the answers by getting students to ask and answer across the class.

#### Answers

**What's she doing on Wednesday?** She's seeing the doctor at 11 o'clock. Then she's having lunch with her mother.

**What's she doing on Thursday?** She's leaving work early and she's packing her bags.

**What's she doing on Friday?** She's going by taxi to the airport and she's meeting Ed and Lucy there. They're flying to Mexico at 9.30 a.m.

- 4 Write your own diary for the next four days on the board. Give true examples if the language generated is within the students' range. If not, modify the examples so that they contain language students will recognize, e.g

Tuesday – 6.30 p.m. play tennis with Dave

Wednesday – 7.30 p.m. meet Helen and Jim in the pub

Thursday – collect theatre tickets

Friday – go swimming

Revise *tomorrow* and *on* with days of the week. Elicit the question *What are you doing tomorrow?* from a student and reply with the information in your diary. Ask the question *What are you doing?* and highlight the shift in stress:

S: *What are you doing tomorrow?*

T: *What are you doing?*

Get students to ask you about the other three days and ask them the question back, highlighting the stress each time.

Ask students to write notes about their plans for the next four days. Elicit two or three examples of the exchange in open pairs. Then ask students to continue in closed pairs, finding out about each other's plans for the rest of the week. Monitor and check for correct question formation, intonation, and change in stress.

- 5 This exercise consolidates question formation with the Present Continuous and reviews *wh-* question words from previous units. Focus attention on the picture of Ellie and on the first two lines of the conversation. Ask *Where is Ellie?* (*She's at work.*) Ask *What is she doing?* (*She's reading about Mexico and talking to a friend.*)

Pre-teach/check *lucky*. Focus attention on the example and then get students to complete the conversation with the question words.

**T 14.3** Get students to check in pairs before playing the recording. Check the answers with the whole class.

#### Answers and tapescript

**A** *What are you doing?*

**E** *I'm reading about Mexico.*

**A** *Why?*

**E** *Because I'm going there on holiday soon.*

**A** *Oh lovely! When are you leaving?*

**E** *We're leaving next Friday.*

**A** *Who are you going with?*

**E** *My friends Ed and Lucy.*

**A** *How are you travelling?*

**E** *We're travelling by plane to Mexico City, then by bus and train around the country.*

**A** *Where are you staying?*

**E** *We're staying in small hotels and hostels.*

**A** *You're so lucky! Have a good time!*

**E** *Thanks very much.*

Get students to practise the conversation in closed pairs. If students have problems with pronunciation, drill key sections of the conversations and get students to practise again in closed pairs.

## GRAMMAR SPOT

- 1 This exercise highlights the question form in all persons. Focus attention on the examples and then get students to form the question with *When* and *he*, *she*, *we*, and *they*. Check the answers by getting students to say the questions aloud. Check for the correct intonation (falling).

#### Answers

*When is he leaving?*

*When is she leaving?*

*When are we leaving?*

*When are they leaving?*

Get students to underline the question forms in the conversation in exercise 5.

- 2 This exercise highlights the present and future uses of the Present Continuous. Ask students to answer the questions in pairs and then check with the whole class.

#### Answers

*I'm reading about Mexico. (now)*

*I'm leaving next Friday. (future)*

Refer students back to Grammar Reference 14.1 on p127.

## ADDITIONAL MATERIAL

### Workbook Unit 14

Exercise 3 An exercise to practise *wh-* questions with the Present Continuous for future.

## PRACTICE (SB p106)

### Listening and speaking

- 1 This section consolidates the Present Continuous for future with a listening task and information gap activity on holiday plans. Students are also given the opportunity to personalize the language by talking about their own holiday plans.

Focus attention on the photos of the places and ask students to guess where they are. Tell students they are going to find out about the holiday plans of the people in the photos. Check the pronunciation of the names Marco /'mɑ:keʊ/, Rachel and Lara, /'reɪtʃl ən 'lɑ:rə/, and Didier /'di:diei/.

Exercise 1 consolidates the use of *wh-* questions with the Present Continuous for future. Briefly review the question words by putting a list of very short answers about your own holidays on the board and elicit the correct question word, e.g.

France (where?)  
 In August (when?)  
 For three weeks (how long?)  
 In a hotel (where?)  
 By plane (how?)  
 Because I want to relax on the beach (why?)

Focus attention on the cues in the chart and the example questions. Highlight the use of the Present Continuous by asking *Now or future?* (future). Then get students to write the other questions, using the cues in the chart.

**T 14.4** Tell students they are going to listen to people talking about Marco's holiday plans and they have to check the questions and also complete the missing information. (With a weaker group, you could play the recording through once first and get students to check the questions, and then play it again for students to complete the missing information.) Play the recording and get students to complete the task. If necessary, play the recording again to allow students to complete their answers. Check the answers with the whole class, highlighting the use of *the* in the date.

#### Answers and tapescript

- A** Marco's going on holiday.  
**B** Oh, where's he going?  
**A** To Banff, in Canada.  
**B** Why is he going there?  
**A** Because it's good for skiing and he wants to go skiing.  
**B** When is he leaving?  
**A** Next week on the third of March.  
**B** How is he travelling?  
**A** By plane to Vancouver and then by train to Banff.  
**B** Where is he staying?  
**A** In the Banff Springs Hotel.  
**B** And how long is he staying?  
**A** Just ten days.

#### Chart

When/leave?	3 March
How/travel?	by plane and train
How long/stay?	10 days

- Focus attention on the examples in the speech bubbles. Drill the language, highlighting the falling intonation on the *wh-* question. Then elicit one or two more exchanges in open pairs. Students continue in closed pairs. Monitor and check for correct use of the Present Continuous for future, and for intonation in the questions.
- This is an information gap activity based on Rachel and Lara's, and Didier's holiday plans. Pre-teach *uncle* and *youth hostel* from the charts on p139 and p140 of their books. Check the pronunciation of the places Whangaparapa /ˌwʌŋgəpəˈrɑːdə/, New Zealand /njuːˈziːlənd/, Paris /ˈpærɪs/, and Edinburgh /ˈedɪnbərə/. Remind students of the question to ask to check spelling

– *How do you spell ... ?* Divide the class into pairs and assign a role, Student A or Student B, to each student. Refer all the Student As to p139 and all the Student Bs to p140. Explain that students have to ask and answer questions and get the information to complete their chart. Remind them not to show each other their chart but to exchange the information through speaking.

Focus attention on the examples in the speech bubbles and drill the language. Students continue asking and answering in closed pairs. (With a weaker group, you could elicit all the questions from the cues in the chart as a class activity and then get students to do the information exchange.) Monitor and check for correct use of the Present Continuous, intonation on the *wh-* questions, and use of the alphabet. Get students to check their answers by comparing their completed charts. Feed back on any common errors in a brief follow-up session.

- This exercise gives students the opportunity to talk about their own holiday plans. Focus attention on the examples in the speech bubbles. Drill the language and then get students to ask you the questions. Elicit one or two more exchanges in open pairs and then get students to continue in closed pairs. Monitor and check for correct use of Present Continuous.

The second phase of this exercise practises the third person singular form. Focus attention on the example in the speech bubble and highlight the third person forms in the verbs. Elicit more examples from the class.

#### ADDITIONAL MATERIAL

##### Workbook Unit 14

**Exercise 4** Further listening practice based on a diary activity of future plans.

#### Talking about you

- This section reviews the Past Simple with both regular and irregular verbs and gives practice of *Yes/No* questions with the Present Continuous for future plans. It also highlights the intonation of the *Yes/No* question forms.

Read through the list of sentences about yesterday and ask *Now or past?* (past). Briefly review the verbs forms by eliciting the corresponding infinitive, e.g. *got up – get up, went – go, walked – walk*, etc. Focus attention on the example for number 1 and ask *Now or future?* (future). Elicit the questions for numbers 2 and 3 (*Are you going swimming tomorrow? Are you walking to work tomorrow?*) Get students to write the questions, working individually.

**T 14.5** Play the recording through once and ask students to check they have formed the questions correctly. Play the recording again and get students to

repeat chorally and individually. Encourage them to reproduce the rising intonation on the *Yes/No* questions.

Review the formation of short answers by getting students to ask you questions 1, 2, 6, and 7. (These are the questions that students can apply to all students.) Reply *Yes, I am./No, I'm not*. And then get students to ask and answer in open pairs. Check for intonation and drill the questions again if necessary. Students then ask and answer in closed pairs.

### Answers and tapescript

- 1 I got up early.  
**Are you getting up early tomorrow?**
- 2 I went swimming.  
**Are you going swimming tomorrow?**
- 3 I walked to work.  
**Are you walking to work tomorrow?**
- 4 I had lunch in my office.  
**Are you having lunch in your office tomorrow?**
- 5 I left work late.  
**Are you leaving work late tomorrow?**
- 6 I met a friend.  
**Are you meeting a friend tomorrow?**
- 7 We had dinner in a restaurant.  
**Are you having dinner in a restaurant tomorrow?**

- 6 This exercise gives students the opportunity to use the Past Simple and the Present Continuous for future to talk about themselves. Demonstrate the activity by writing five things that you did yesterday on the board, e.g. *I went to the cinema*. Elicit the question about tomorrow and give an answer, e.g. *Are you going to the cinema tomorrow? No, I'm not. I'm playing squash*. Drill the examples in the speech bubbles and then get students to continue in closed pairs. Monitor and check for correct use of the Past Simple and the Present Continuous for future, and for correct intonation. Feed back on any common errors with the whole class.

### SUGGESTION

Try to review the Past Simple and the Present Continuous for future by talking about what students did/are going to do at different times, e.g. last/next weekend, during the last/next holidays, on their last/next birthday, etc. You can set up short pair or group work activities as 'warm-up' stages at the start of a class, or as 'fillers' for students who finish a task before the others.

### Check it

- 7 Focus attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

Get students to check their answers in pairs before checking with the whole class.

### Answers

- 1 I'm leaving tomorrow.
- 2 We're going to the cinema this evening.
- 3 Where are they going on holiday?
- 4 What are you doing on Saturday evening?
- 5 What are you doing tomorrow?

## READING (SB p108)

### An amazing journey

- 1 Check comprehension of the title of the text *To Australia and back in a Mini*. Tell students they are going to read about an amazing journey in a car. Focus attention on the questions. Get students to ask you the questions and give true answers. Get the students to ask and answer the questions in closed pairs.
- 2 Focus attention on the photo and caption, and the map. Elicit the answers to the questions (*John and Carys Pollard. Their car is about 40 years old. It's a Mini.*) Ask students to predict what happens on the amazing journey.
- 3 Pre-teach/check *cost* (verb), *later*, *still* (adverb), *Moscow*, *Finland*, *the Arctic Circle*, *via*, *return* (verb), *ship* (noun), *give something a rest*. Tell students that the text contains a lot of numbers and dates. Get students to read the text through quickly and underline each one. Briefly elicit if students predictions about the text were correct. Then elicit how we say each number and date. Check students understand what each number and date refers to:  

1964	– the year Mr Pollard bought the Mini
£505	– the price of the Mini
250,000	– the number of miles the Mini has done
59	– Mr Pollard's age
1966	– the year Mr Pollard drove to Moscow, Finland, and the Arctic Circle
1967	– the year Mr Pollard married his wife
30	– the number of years Mr Pollard and Mrs Pollard stayed in Australia

The questions test comprehension of the details in the text and consolidate the Past Simple and Present Continuous for future. Pre-teach *twice* for the answer to number 5. Focus attention on the examples and check students understand the convention of ticking (✓) true information and crossing (✗) false information. Remind them they need to correct the false sentences. Get students to read the text more slowly and complete the task.

Get students to check the answers in pairs before checking with the whole class. Highlight the use of contrastive stress in the sentences that needed correcting.

**Answers**

- 1 He didn't buy a VW. He bought a Mini.
  - 2 ✓
  - 3 ✓
  - 4 He didn't pay £250,000 for it. He paid £505 for it.
  - 5 He didn't go to Russia three times in his old Mini. He went to Russia twice.
  - 6 ✓
  - 7 John and his wife didn't stay in Australia because they had no money. They stayed in Australia because John found a job.
  - 8 They aren't buying a new Mini soon. They don't want to sell their old Mini.
  - 9 They aren't returning to Australia by ship. They're returning to Australia by plane.
  - 10 ✓
- 4 Focus attention on the interview. Check students understand the abbreviations of the speakers (I = Interviewer, JP = John Pollard). Elicit the words to complete the first gap (*In 1964*). Tell students to complete the rest of the interview, using the information in the text.

**T 14.6** Play the recording and get students to check their answers.

**Answers and tapescript**

- I This is an amazing car, John. When did you buy it?  
 JP In 1964, when I was a student.  
 I And how much did it cost?  
 JP £505.  
 I Why did you buy it?  
 JP Because I wanted to travel. In 1966 I drove to Moscow, Finland, and the Arctic Circle.  
 I Does your wife like the Mini?  
 JP Oh, yes. She loves it. We married in 1967 and we drove to Australia via India. We stayed in Australia for thirty years.  
 I When did you come back to England?  
 JP Last month.  
 I Are you going back to Australia?  
 JP Yes, we are. We're flying back next month.  
 I Are you leaving the Mini in England?  
 JP No, we aren't. The Mini is travelling by ship.

Get students to practise the conversation in closed pairs. If students have problems with pronunciation, drill key sections of the conversation and get students to practise again in closed pairs.

**ADDITIONAL MATERIAL**

**Workbook Unit 14**

Exercises 10 and 11 Further reading and listening practice.

**Transport and travel**

- 1 This section reviews and extends the lexical set of transport and travel, and also gives further practice of the Past Simple. Focus attention on the words in the box and the pictures. Elicit the answer for number 1 (*bicycle*) and get students to continue matching, working in pairs. Check the answers with the whole class, making sure students can pronounce the words correctly.

**Answers**

- 1 bicycle
- 2 motorbike
- 3 ship
- 4 the Underground

- 2 Elicit one or two more examples of forms of transport from the class, e.g. *car, bus*, and then get students to continue working in groups of three. Elicit the answers, checking the spelling and the pronunciation, and write them on the board in groups: *by road/rail, by air, by sea*.

**Possible answers**

By road/rail	By air	By sea
car	plane	ferry
bus	helicopter	boat
coach		
lorry		
van		
train		
tram		

- 3 This is a collocation exercise with common travel words. Focus attention on the example and then get students to continue matching, working in pairs. Check the answer with the whole class.

**Answers**

- pack your bags
- book a hotel
- catch a plane
- have a great time
- arrive in Rome
- go sightseeing

- 4 This exercise consolidates the collocations presented in exercise 3. Focus attention on the first and last sentence given as examples and then elicit the second sentence (*We booked the hotel and the flight.*) Get students to write 2 in the correct box. Students continue ordering sentences, working individually.

**T 14.7** Get students to check in pairs before playing the recording and getting students to check against the tape.

## Answers and tapescript

We wanted to have a holiday in Rome.  
We booked the hotel and the flight.  
We collected our tickets from the travel agent.  
We packed our bags.  
We went to the airport.  
We caught the plane.  
We arrived in Rome.  
We went sightseeing.  
We had a great time.

- 5 This exercise gives further practice in the Past Simple and the language of transport and travel. Demonstrate the activity by talking about a journey you went on. Say where you went, how you travelled, and how long the journey was. Elicit another example from a confident student and then get students to continue in closed pairs or groups of three, taking it in turns to ask and answer about a journey in the past. Monitor and check for correct use of the Past Simple and names of transport.

## ADDITIONAL MATERIAL

### Workbook Unit 14

Exercises 8 and 9 Exercises to practise the lexical set of travel and transport.

## EVERYDAY ENGLISH (SB p111)

### Going sightseeing

- 1 This section focuses on the topic of sightseeing. Focus attention on the names of the cities and the dates. Elicit sentences by asking *Where and when?* (*I went to London in July 1999. I went to Paris in April 2001.*) Ask *What did you see?* and *What did you buy?* and elicit possible information about sights and souvenirs, e.g. *We saw Buckingham Palace. We bought some clothes. We saw the Eiffel Tower. We bought some wine.*
- Review the question *Did you have a good time?* Get students to write down two cities and dates when they were a tourist. Students talk about the cities in the closed pairs, using the ideas in the Student's Book. Encourage them to ask *Did you have a good time?* about each trip.
- 2 This section practises typical conversations in a tourist office and reviews *would like* from Unit 12. Focus attention on the photos and ask *Where are the people?* (*In a tourist office.*) and *What are they asking about?* (*A map, a bus tour, and a museum.*) Pre-teach/check *take* (verb to show length of time). Make sure students understand that there are a different number of words in each gap each time.

**T 14.8** Play the first line of the conversation and elicit the words for the first gap (*help you*). Play the rest of the recording and get students to complete the conversations. If necessary, play the recording again and allow students to complete any missing answers. Then check the answers with the whole class.

### Answers and tapescript

- 1 **A** Hello. Can I help you?  
**B** Yes. I'd like a map of the town, please.  
**A** Here you are.  
**B** Thank you.
- 2 **C** We'd like to go on a bus tour of the city.  
**A** That's fine. The next bus leaves at 10.00. It takes an hour.  
**C** Where does the bus go from?  
**A** It goes from the railway station in Princes Street.
- 3 **D** We'd like to visit the museum. When is it open?  
**A** From ten o'clock to five o'clock every day.  
**D** How much is it to get in?  
**A** It's free.

Get students to practise the conversations in closed pairs. If students have problems with pronunciation, drill key sections of the conversation and get students to practise again in closed pairs.

- 3 This exercise gives students the opportunity to talk about sights in their town or city, and also to roleplay conversations in a tourist office. Focus attention on the examples in the speech bubbles. Check comprehension of *market*. Give an example of places to visit in your town and elicit more examples from the class about places where they live. Students continue in closed pairs. Write key words from the students' examples on the board to help them during the roleplay, e.g.
- Nouns: *cathedral, museum, art gallery, square, monument, college, theatre, palace*
- Verbs: *go on a tour, see, visit, buy, go to, take a photo of*
- Divide the class into pairs and get them to make up conversations, using the conversations in exercise 2 as a model. Let students write their conversations down in the initial stage and go round monitoring and helping. Give students time to rehearse their conversations a few times but then encourage them not to refer to the text when they act out the roleplays. (With a weaker group, you could draft the conversations as a class activity and write them up on the board. Students rehearse from the text on the board. Then rub off some of the words from the board so that there are just key words left and get students to act out the conversations.)

## SUGGESTION

You can give students further practice in talking about sightseeing with the photocopiable activity on TB p119. This is an information gap activity – Student A has information about Emma and Student B has information about Nick. There is also space for students to exchange information about a trip they went on. Photocopy enough pages for students to work in pairs and cut each page in half. Pre-teach/check *souvenir* from both charts, *square*, *modern art museum*, *canals*, and *boat trip* from Student A's chart, and *Scandinavian*, *jazz club*, *national museum*, and *royal palace* from Student B's. Divide the class into pairs and assign a role, A or B, to each student. Hand out the relevant chart to each student and check they recognize Emma as a woman's name and Nick as a man's name. Focus attention on the categories on the left-hand side. Elicit the questions students will need to ask about Emma and Nick:

<b>Place</b>	Where did he/she go?
<b>Time</b>	When did he/she go there?
<b>Travel</b>	How did he/she travel?
<b>Activities</b>	What did he/she do?
<b>Sightseeing</b>	What did he/she visit?
<b>Souvenirs</b>	What did he/she buy?
<b>Opinion</b>	What did he/she think of the place?
<b>Like to go again?</b>	Would he/she like to go again?

Tell students they might have to ask for the spelling of different places and review the question *How do you spell ... ?* Remind students not to show each other their chart, but to exchange the information through speaking. Demonstrate the activity by getting one Student A to ask the first two questions about Nick and for his/her partner to give the answers. Students continue, working in closed pairs. Monitor and check for correct use of the Past Simple and *would like*. Ask students to check their answers by comparing the information in their completed charts.

Ask students to complete the *You* column with information about a trip they went on. Elicit one or two question and answer exchanges with the *you* form, e.g. *Where did you go? I went to ...*. Students then continue, working in closed pairs. Monitor and check as before. Ask students to check their answers by comparing the information in their completed charts. Feed back on any common errors.

## Don't forget!

### Workbook Unit 14

**Exercises 5 and 6** Pronunciation exercises to practise shifting sentence stress.

**Exercise 7** In this exercise students translate sentences containing the main grammar points presented in the unit.

### Word list

Ask the students to turn to p137 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following lesson.

### Video

#### Episode 6 *Close encounters*

Alison, Jane's student sister, is coming to stay, so the housemates are cleaning the house. However, Ali arrives two and a half hours early and Jane is unable to meet her in town. Matt volunteers to go to the café rendezvous. Unfortunately, his car gets a flat tyre on the way and he arrives late – only to greet the wrong person. After some confusion, Ali and Matt set off home – with Matt holding the other woman's bag. They finally get home after talking to the police.

### EXTRA IDEAS UNITS 13 AND 14

On TB p120 there are additional photocopiable activities to review the language from Units 13 and 14. There is a reading text with tasks, a question formation exercise, and a matching activity on everyday English. You will need to pre-teach/check *suit*, *without*, *glove*, *formal/informal*, *pink*, *popular*, *fashionable*, *pub*, *designer labels*, and *spend* for the reading text.

**Stop and check 4** for Units 11–14 (TB p139).

**Progress test 3** for Units 11–14 (TB p127).

## ADDITIONAL MATERIAL

### Workbook Unit 14

**Exercises 12 and 13** Further practice of the language used when sightseeing.