

American Language Hub

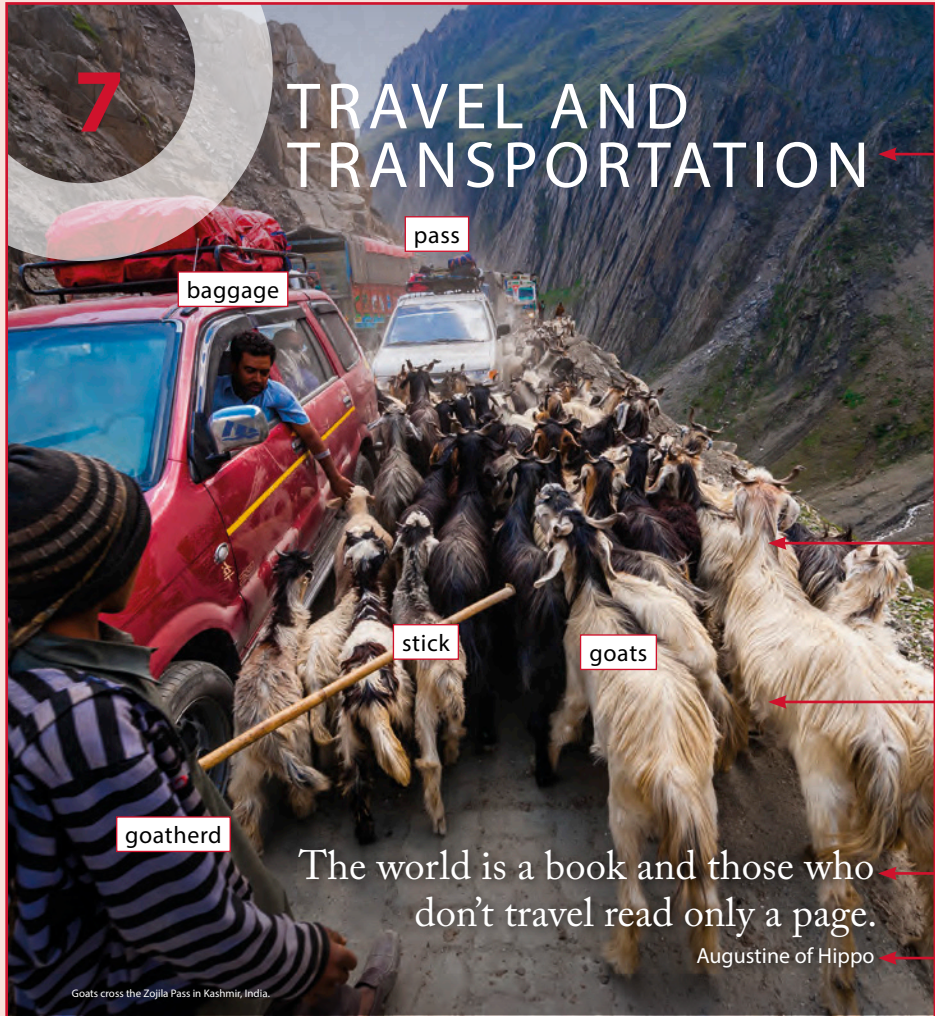


LEVEL 1
Teacher's Book

+ access to **Teacher's App**

GARY PATHARE





Travel (v) to go on a long journey or visit different places
Transportation (n) a way of moving people and things from one place to another
Synonyms: explore (v), move (v)

Ask students to label the photo if you need time to set up the class.

Goats cross the Zojila Pass in Kashmir, India.

The quote suggests that in order to enjoy the world in full, we need to travel. If we don't, all we will know is our own lives.

Augustine of Hippo (AD 354–430) was a philosopher who greatly influenced Western thinking. He was from an area located in modern-day Algeria. He is a Christian saint and is the patron saint of many things, including printers and sore eyes.

OBJECTIVES

- talk about transportation in a city
- talk about a journey
- talk about a vacation
- check in and out of a hotel
- write a short article about a travel experience

Work with a partner. Discuss the questions.

- Where did you go on vacation last year?
- Look at the picture. Would you like to drive here? Why/Why not?
- Which countries would you like to visit?

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Ask students to look at the picture on the page and describe what they see. Ask students to say what they find interesting or surprising about it, and what is the same or different from where they are from.

Ask students to read the questions at the bottom of the page. Check that students understand the questions.

Put them into pairs to discuss the three questions. Monitor and help with grammar and vocabulary as required. Encourage students to listen to each other and ask follow-up questions to find out more. For whole-class feedback, ask two or three students to share their opinions with the rest of the class.

WORKSHEETS

Lesson 7.1 Getting around
Transportation (W34)
could (W35)

Lesson 7.2 A love of adventure
Simple past negative (W35)
Travel phrases (W36)

Lesson 7.3 A trip to remember
Simple past questions (W37)
Verb phrases (W38)

7.1 Getting around

— Talk about transportation in a city

V transportation **P** /eɪ/ and /oʊ/ **G** could

VOCABULARY

Transportation

A Look at the pictures in *Where in the world are they?* What types of transportation can you see? What other types of transportation can you think of?

B Go to the **Vocabulary Hub** on page 149.

C SPEAK Work in pairs. Think about a time you were in a different country or city. Answer the questions.

- What types of transportation did you use?
- Were they difficult to use? Why?
- Were they cheap or expensive?

When I was in Vietnam last year, I took a motorcycle taxi. It was cheap and easy to organize.

PRONUNCIATION

/eɪ/ and /oʊ/

A Listen and repeat the transportation words in the box.

7.1

boat coach motorcycle plane train

B Listen to the vowel sound /oʊ/ in boat. Then underline the words in the box in Exercise A that have the same vowel sound. What letters can make the /oʊ/ sound?

The letters 'oa' usually make the /oʊ/ sound.

C Listen to the vowel sound /eɪ/ in plane. Then circle the words in the box in Exercise A that have the same vowel sound. What letters can make the /eɪ/ sound?

The letters 'ane' or 'ai' usually make the /eɪ/ sound.

D SPEAK Work in pairs. Practice saying the transportation words. Listen and check your partner's pronunciation. Be careful to pronounce the words correctly.

READING

A READ FOR GIST Read *Where in the world are they?* What is it about?

- buildings
- countries
- transportation

B SPEAK Work in pairs. Complete the quiz.

C SCAN Read *Six quick facts*. Match facts (a–f) with pictures (1–6) in the quiz.

D READ FOR DETAIL Read *Six quick facts* again. Answer the questions.

- How old are the buses in Mumbai?
80 years old
- How many San Francisco trolleys are there today?
about 40
- How many subway stations are there in Moscow?
206
- What two types of transportation can you take from Amsterdam station?
train and bus
- Where does the Star Ferry go between?
Hong Kong Island and Kowloon
- What are three popular types of transportation in Hanoi?
scooters, motorcycles, bicycles

E SPEAK Work in pairs. Think about the cities in the quiz. Which do you think are difficult to travel around? Why?

A: I think it's easy to travel around Hong Kong.

It's a fairly small place. What do you think?

B: Yes, I agree.

Where in the world are they?

Do you know what color the taxis are in New York? And which Italian city has no cars? If you answered yellow and Venice, take our quiz!

Look at the pictures 1–6. Where are they? Choose a, b, or c.

- | | | |
|--------------|-----------------|------------------|
| 1 a Mumbai | b Hong Kong | c London |
| 2 a Lisbon | b San Francisco | c Mexico City |
| 3 a Hanoi | b Bangkok | c Manila |
| 4 a Budapest | b Moscow | c Kiev |
| 5 a Shanghai | b Sydney | c Hong Kong |
| 6 a Berlin | b Amsterdam | c Rio de Janeiro |

Answers: 1 a, 2 b, 3 a, 4 b, 5 c, 6 b

7.1 Getting around

LEAD-IN

Bring pictures of five different types of transportation to class. Show the pictures one by one, eliciting the name and writing the new vocabulary on the board. Next, put students into pairs and ask them to brainstorm any transportation words they know in English. Give feedback, adding new words to the board.

VOCABULARY

A If possible, display the images on pages 62–63 to the whole class. Ask students what types of transportation they can see. Add the words to the board.

1 taxis, cars, buses; 2 trolleys; 3 motorcycles / mopeds / scooters; 4 trains / subway; 5 ferry / boat; 6 subway.

B Direct students to the **Vocabulary Hub**. Give them time to complete the exercise alone before checking answers in pairs. If you have time, you could ask students to test each other in pairs. One student takes turns saying a word, and the other student points to the correct picture.

C Students discuss the questions in pairs. Monitor and assist with any new or challenging vocabulary. Use the **Vocabulary Worksheet** on W34 for extra practice.

PRONUNCIATION

A Play the recording. Students listen and repeat the words in the box.

B Write the word *boat* on the board and underline the letters *oa*. Point out that in this word, the letters are said as one sound. Play the recording and ask students to repeat the word *boat*. Show the shape your mouth makes when making the /oʊ/ sound.

/oʊ/ boat

Students then underline the words in Exercise A which have the same sound. Add the answers to the board and elicit which vowel combinations make the sound.



C Write the word *plane* on the board and underline the letter *a*. Play the recording and repeat the word.

/eɪ/ plane

Ask students to circle the words in Exercise A that have the same vowel sound. Again, add the answers to the board and elicit which vowel combinations make the sound.

D In pairs, students practice saying the transportation words. Students listen to each other and help to correct as required. Monitor and assist as appropriate.

READING

A Go through the task with students, highlighting that they should not answer the questions at this point. Then give students one minute to skim the text and answer the question. Check answer as a class.

B Ask students to cover the answers at the bottom of page 62. Students then read the quiz and decide where each picture shows. Give students time to compare and discuss answers in small groups. If students need help, they can search online to find out which country each city is in.

This could be turned into a team quiz, with points given for correct answers.

C Give students up to three minutes to do this task. Students scan the quick facts and match them with the pictures. Before starting, highlight that students should look for key words (in this case, the transportation type and the place name) in order to match quickly. Check answers as a class.

D Give students up to five minutes to read the six facts again in more detail and answer the questions. They should provide short answers. Students compare answers with a partner, reviewing the text if necessary. Then check answers as a class.

E In pairs, students discuss the question. If you have time, put students into different pairs to repeat the activity, and also explain what their first partner said.

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Personal time

Use this activity to review the vocabulary section. Say this to your students:

In pairs, ask and answer questions about these things. (If students have children, they can talk about them instead.)

the day you were born, the time of day you were born, the month you were born, the season you were born, the year you were born, the decade you were born

In pairs, ask and answer questions using this table. Carry out a survey of the rest of the class. Choose one of these subjects and find out how long each student spends doing it each day. Make a list, with those who spend the most time at the top and those who spend the least at the bottom.

watching TV, sleeping, eating, sitting on public transportation, exercising, talking on the phone, cooking, walking, relaxing, reading, drinking tea or coffee, studying, using a computer
Report some of your results to the class. (Elicit the extremes.)

METHODOLOGY HUB

by Jim Scrivener

Phonemes

Simple variations on well known games are helpful in familiarizing students with phonemic symbols:

- Phoneme bingo:** Hand out bingo cards with phonemes instead of numbers; call out sounds rather than numbers (see the *Phoneme bingo cards* resource on the DVD).
- Anagrams:** Get students to work out anagrams of words using phonemes rather than normal alphabetic letters, e.g. /kbu/ (= book).
- Category words:** Choose five or six categories – such as 'Food', 'Sports', 'Animals', 'Household objects', 'Clothing', etc – which students should copy down. Students work in small teams. When you call out (and write up) a phoneme, the teams must attempt to find a word containing that phoneme for each category. So, for example, if the phoneme is /i:/, a team could choose *cheese, skiing, sheep, teapot* and *jeans*. The teams then compare words and points are awarded.

GRAMMAR

- A** Go through the task with students. If possible during feedback, display *Six quick facts* to the whole class and show where *could* and *couldn't* appear.
- B** Students work alone to complete the rules. Check answers as a class.
- C** Direct students to the **Grammar Hub** (see below). Read the examples and go through the rules with the class.
- D** Go through the task and example answers with students. Then provide model answers about yourself and your experience. Students then tell their partners things they *could* or *couldn't* do five or ten years ago. Monitor and encourage students to give as much information as possible and to use past time expressions. Make a note of successful examples of use of the target grammar and also of phrases which need reformulating. For whole-class feedback, use these as the basis for whole-class error correction. Use the **Grammar Worksheet** on W35 for extra practice.

SPEAKING

- A** Ask students if they use public transportation a lot in their town or city. Ask them if they like using it, or have any problems with it. Then, ask them to think of a city they know well. It shouldn't be the one they are currently in. Point out that it doesn't need to be a city they have visited. It could be a city they know from movies or TV.
- B** Students write questions about the transportation, using the prompts. Students could work in pairs at this point and then change partner for the next exercise. Monitor and assist with question formation as required. Check answers as a class, making sure that each student has formed the questions correctly.
- C** In pairs, students ask and answer questions about transportation about each other's city, and try to guess what city their partner is talking about.

GRAMMAR HUB

7.1 could

	Positive	Negative
I/you/he/she/it/we/they	A hundred years ago, you could see a lot of trolleys in San Francisco.	I couldn't get to work because of the traffic jam.

	Question	Short answers
I/you/he/she/it/we/they	Could you run fast when you were younger?	Yes, I could. No, I couldn't.

- We use *could* to talk about general abilities in the past.
- In the negative, we can also say *could not*.
I couldn't drive. OR I could not drive.

Be careful!

He could drive. NOT He could to drive. NOT He could drove.

7.1 could

- A** Use the prompts to write sentences with *could*.

Eighty years ago ...

- ✓ ride / a horse / into town
You could ride a horse into town.
- ✗ take / a bullet train / across Japan
You couldn't take a bullet train across Japan.
- ✓ find / trolleys / in San Francisco
You could find trolleys in San Francisco.
- ✓ see / red double-deckers / in Mumbai
You could see red double-deckers in Mumbai.
- ✗ fly / quickly / across Europe
You couldn't fly quickly across Europe.
- ✗ be / stuck / in a traffic jam
You couldn't be stuck in a traffic jam.

- B** Complete the paragraph using *could* or *couldn't*.

Two hundred years ago you ¹ **couldn't** travel around London on public transportation because ... there wasn't any! In 1800, the city was still fairly small with only about one million people and most people ² **could** walk from their home to their place of work. If you wanted to travel farther, you ³ **could** take a carriage pulled by horses, but only the very rich ⁴ **could** have their own private carriage. People ⁵ **could** cross the River Thames by taking a boat called a 'wherry'. Londoners ⁶ **couldn't** take the subway until 1863 when the first station opened.

➤ Go back to page 63.

GRAMMAR

could

- A WORK IT OUT** Scan *Six quick facts* again. Underline sentences with *could* or *couldn't*.

- B** Look at the sentences you underlined in Exercise A and complete the rules.

could

- We use *could* to talk about abilities in the **past** / **present**.
- We use *could* **before** / **after** the main verb.
- We use the **infinitive** / **base form** after *could*.
- The **negative** / **future** form of *could* is *couldn't*.

- C** Go to the **Grammar Hub** on page 134.

- D SPEAK** Work in pairs. Tell your partner some things you *could* and *couldn't* do or see five or ten years ago.

A: Five years ago, I couldn't drive a car.

B: Ten years ago, you could see a lot of bicycles in my town.

SPEAKING

- A PREPARE** Think about the transportation in a city you know well.

- B** Write some questions to ask your partner about the transportation in their city. Use the ideas below to help you.

- what / color / buses? *What color are the buses?*
- is / river? *Is there a river?*
- is / ferry? *Is there a ferry?*
- where / ferry / go / between? *Where does the ferry go between?*
- how many / train stations? *How many train stations are there?*
- are / many / traffic jams? *Are there many traffic jams?*
- bicycles / popular? *Are bicycles popular?*

- C SPEAK** Work in pairs. Ask questions and guess your partner's city. Then answer questions about your city.

A: What color are the taxis?

B: They're yellow.

A: Is there a ferry?

B: Yes, there is.

A: Where does the ferry go between?

B: The main ferry goes between Queens and Manhattan.

Six quick facts

- a** **3** Scooters and motorcycles are the most common type of transportation in Hanoi, Vietnam. There are also lots of bicycles. **Ex D Q6** Twenty years ago, you couldn't see so many scooters and motorcycles on Hanoi's streets, but you could see a lot of bicycles.
- b** **6** Every day, 250,000 people go through Amsterdam Central Station. **Ex D Q4** It's the city's main train and bus station.
- c** **5** The famous Star Ferry in Hong Kong carries over 70,000 passengers a day between Hong Kong Island and Kowloon. That's 26 million passengers a year!
- d** **1** No, this isn't London – it's Mumbai! These Indian buses are 80 years old. **Ex D Q1** The design and color is the same as London buses.
- e** **2** Take a trolley in San Francisco for a traditional experience. But there aren't many these days. **Ex D Q2** One hundred years ago, you could see hundreds of trolleys in San Francisco. Today, there are only about 40.
- f** **4** Opened in 1935, there are now 206 subway stations in Moscow. **Ex D Q3** Many of the stations are very beautiful. Each one is like an art gallery.



🗣️ Talk about transportation in a city

G simple past negative

V travel phrases

P word stress: cities

READING

A Work in pairs. Look at the routes around the world. Which route would you take? Why?

B READ FOR GIST Read *The Nellie Bly route*. Which route in Exercise A matches the one Nellie Bly took? **Route 2**

TRADITIONAL TRAVEL ADVENTURES

We travel the traditional way: by boat, train and bus.

Route 1: London, Reykjavík, St. Petersburg, Tokyo, Sydney, Cape Town, Rio de Janeiro

Route 2: New York, London, Paris, Brindisi, Port Said, Singapore, Hong Kong, Tokyo, San Francisco

Route 3: Miami, Cancún, Lima, Melbourne, Nairobi, Munich

SPECIAL OFFER!

This week, choose our Nellie Bly Adventure and get 30 percent off your vacation.

THE NELLIE BLY ROUTE

Ex C b In 1872, Jules Verne wrote about Phileas Fogg, an adventurer who traveled around the world in 80 days. But Fogg wasn't a real person, and nobody knew if this was actually possible.

In 1889, Nellie Bly, a 25-year-old American journalist, followed Phileas Fogg's route around the world. She went alone. She didn't take much luggage. She just took a large coat and a small suitcase. Her newspaper, the *New York World*, paid for her trip and told her story.

But a magazine, *Cosmopolitan*, sent their journalist, Elizabeth Bisland, to race against Nellie. Bisland left New York on the same day, but Nellie didn't know about it!

Car and plane travel didn't exist at the time, so Nellie traveled by bus, train and ship. She had many adventures, just like Phileas Fogg, and she sent her stories back home from every place.

Ex D Q1 Nellie crossed the Atlantic to London by ship. From there she traveled

Ex D Q2 by train and ferry to northern France, where she met Jules Verne. She then continued by train to Brindisi, in Italy, where she took a ship to

Ex C a Egypt. She visited Port Said, in Egypt, where she rode on a donkey. Her ship then went to Singapore (where she bought a monkey), Hong Kong

Ex D Q3 and Tokyo. Finally, the ship crossed the Pacific Ocean to San Francisco, where she took the train to New York. This took four days. She arrived

Ex C e in New York 72 days after her journey began. It was a new world record! Her story was in the newspapers.

And Elizabeth Bisland? She didn't join the celebrations. She missed her boat and returned to New York four days later.

Glossary

adventurer (n) someone who goes to exciting, unusual and sometimes dangerous places

route (n) a way that buses, trains, ships or planes travel regularly

LEAD-IN

Display a map of the world on the board. Mark places that you have visited and talk about them using the simple past (e.g. *I visited Russia two years ago*). You could also talk about places you regularly visit using the simple present (e.g. *I go to the UK every summer*). Invite students to come to the board to mark places relevant to them. When students are all seated again, point to the places and elicit where it is and who went (or goes) there.

READING

A Focus students on the map at the top of page 64. Ask what the lines show, and elicit the word *routes* (the road or path you take to get from one place to another). You could also ask what countries the routes cross or stop in.

Focus students on Routes 1–3 at the top of the article. Ask students which route they would take, and why. Put them into pairs to read the routes and discuss the question. Encourage students to ask follow-up questions to extend the discussion.

For whole-class feedback, ask students for the main ideas from their discussion. Finish the exercise by saying which route you would take and why.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Flying words

Use this activity to review the vocabulary section on page 65. Say this to your students:

In small groups, brainstorm words and phrases under these three headings: 1) *Before takeoff*, e.g. *check-in*. 2) *During the flight*, e.g. *in-flight entertainment*. 3) *After landing*, e.g. *baggage claim*.

Using as many of the words as you can, tell each other about your last flight, and ask each other questions, e.g. *A – Did you watch the movie? B – No. I'm always asleep when the movie is shown*.

TEACHING IDEA by David Seymour and Maria Popova

Grammar: Reactions

Use this activity to review the simple past. Say this to your students:

I'm going to dictate six pairs of short sentences. Write them down, leaving a space after each pair.

- 1 She reads the letter. She throws it in the trash can.
- 2 The shark appears. They panic.
- 3 He looks in the cupboard. He sees a mouse.
- 4 The mouse sees him. It runs away.
- 5 The bell rings. They run out into the playground.
- 6 They try my curry. Everyone starts choking.

Join each pair of sentences to make one sentence in the past, beginning with *when*, e.g. *When she heard the baby cry, she went to feed him*.

On your own, write a few pairs of sentences about things you have done in the last few days. Write at least one negative sentence. Swap your pairs of sentences with a partner. Join the ones you receive in the same way and pass them back.

B Focus students on the photo of the woman. Tell them that her name was Nellie Bly. Ask students to predict who she was and when she lived. You could point out that she was a *journalist* and *adventurer* (someone who goes to exciting, unusual and sometimes dangerous places), who lived over 100 years ago. Ask students how people could travel around the world in Nellie Bly's time.

Give two minutes for students to quickly read *The Nellie Bly Route* to find out which route (1–3) she took. Check answer as a class.

Extra activity

Put students into pairs. Ask them to label the countries marked on the three routes on the map. Give feedback as a class, encouraging students to explain which countries they've visited using the simple past. Then ask which of the three routes they would most like to take and why.

METHODOLOGY HUB by Jim Scrivener

Top-down reading

As with listening lessons, many reading lessons move from 'big' to 'small', i.e. 'top-down' – from overview to details. Here are some specific ideas for reading tasks

- Put these illustrations of the text in the correct order.
- Put these cut-up paragraphs in the correct order.
- Find words in the text that mean the same as the words in this list.
- Read the text and find the mistakes in this illustration (or draw your own).
- Read the text and make a list of particular items (e.g. jobs that need doing, the author's proposals, advantages and disadvantages, etc).
- Give a headline to each section of the article (or match given headlines with the sections).
- Find appropriate places in the text to reinsert some sentences that have previously been separated from the text.
- Write a reply.
- Look at the title and the illustrations (but not the text). Predict which of the following list of words you will find in the text.
- Solve the problem.
- Discuss (or write) the missing last paragraph of the text.
- Discuss interpretations of, reactions to, feelings about the text.
- Write notes under the following headings: ...
- Before you read this text, write notes about what you already know about the subject.
- Act out the dialogue, story, episode, etc.
- Put this list of events in the correct order.

- C** Give students up to three minutes to read the article again and number the pictures in the order they are written about. Check answers as a class.
- D** Give students a longer time limit of up to five minutes to complete the exercise alone. Then, ask them to check their answers in pairs before giving feedback as a class.
- E** Students discuss the questions in pairs. For whole-class feedback, ask students to share their opinions.

GRAMMAR

- A** Point out that there are two words missing from each sentence. Tell students to find the missing information in the article. Check answers as a class.
- B** Students use the sentences in Exercise A to help them complete the rule. Give feedback as a class.
- C** Direct students to the **Grammar Hub** (see below). Read the examples and go through the rules with the class.
- D** In pairs, students ask and answer the questions. For whole-class feedback, ask students to say which forms of transportation were most popular. Use the **Grammar Worksheet** on W35 for extra practice.

VOCABULARY

- A** In pairs, students match the verbs to the definitions. Point out the syllable stress in *arrive* and *return* when checking answers as a class.
- B** Direct students to the **Vocabulary Hub** on page 149. Give students time to complete the exercise alone before checking answers in pairs. Use the **Vocabulary Worksheet** on W36 for extra practice.

PRONUNCIATION

- A** Play the recording for students to listen and repeat the names of the cities. Point out that they should pay attention to the word stress. Explain that these are how the cities are pronounced in English, although they might have different pronunciations in other languages. Remind students, if necessary, that words with more than one syllable in English have the main stress on one syllable, with the other syllables being shorter and with less clear vowel sounds.
- Ankara; Berlin; Cairo; Dubai; London; Miami; Nairobi; Paris; Reykjavik; Singapore; Tokyo*
- B** In pairs, students add the cities to the table. Before starting, focus students on the two examples, highlighting how the circle patterns relate to the stress of each word. After students have completed the table, play the recording for them to check their answers. Play it again for students to repeat the words.

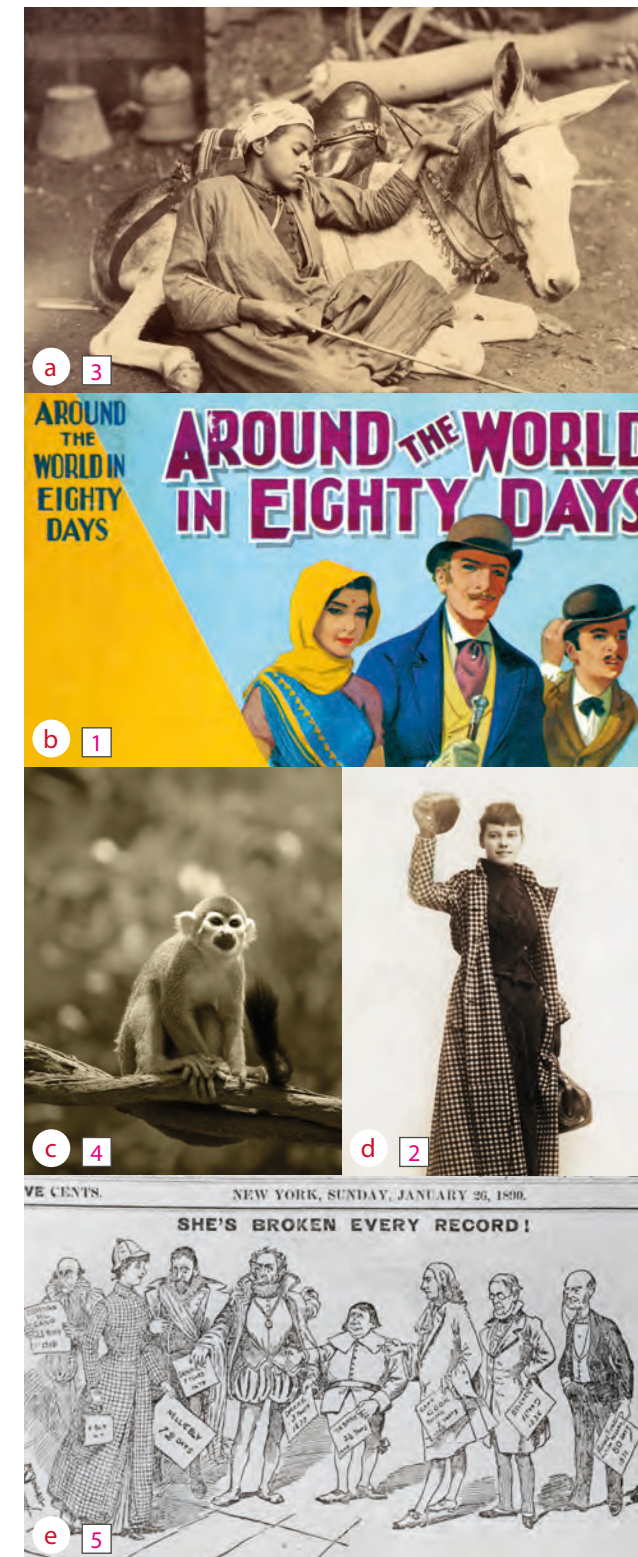
SPEAKING

Direct students to the **Communication Hub**. Put students into pairs and explain the game. Students will need dice and something to use as counters. If you don't have dice, students could use their phones to search for virtual dice online. Each student starts on the *START* square and takes turns rolling the dice, moving to another square. The square either contains an instruction or a sentence which students have to change using simple past verbs.

As an example, write *I (go) to China last year*. Elicit that the verb should be changed to *went*.

As students play the game, monitor and help them and confirm their answers. The winner is the student who reaches the *FINISH* square first.

- C READ FOR DETAIL** Read the article again. Number the pictures in the order they are written about.



- D READ FOR SPECIFIC INFORMATION** Read the article again. Write down how Nellie traveled at each stage.

- New York to London by ship
- London to France by train and ferry
- Tokyo to San Francisco by ship
- San Francisco to New York by train

- E SPEAK** Work in pairs. Answer the questions.

- Do you know any of the places Nellie visited?
- Do you know about any other famous journeys?

GRAMMAR

Simple past negative

- A WORK IT OUT** Complete the sentences with words from the text.
- She didn't take much luggage.
 - Nellie didn't know about it.
 - Car and plane travel didn't exist at the time.
 - She didn't join the celebrations.
- B** Read the sentences in Exercise A. Choose the correct options to complete the rule.

Simple past negative

To make the simple past negative we use *did* / didn't + infinitive / base form.

- C** Go to the **Grammar Hub** on page 134.

- D SPEAK** Work in pairs. Which forms of transportation did you use last year? Which didn't you use?

VOCABULARY

Travel phrases

- A** Complete the definitions with the words in the box.

arrive leave miss return take

- miss (v) to be too late for a train, bus
- take (v) to use a particular type of transportation
- return (v) to go somewhere and come back
- leave (v) to go away from a place
- arrive (v) to get to a place

- B** Go to the **Vocabulary Hub** on page 149.

PRONUNCIATION

Word stress: cities

- A** Listen and repeat the cities. Copy the word stress.
- B** Work in pairs. Add the cities in the box to the table. Then listen, check and repeat.

Ankara Berlin Cairo Dubai London Miami
Nairobi Paris Reykjavik Singapore Tokyo

●●	●●	●●●	●●●●
Cairo	Berlin	Ankara	Miami
London	Dubai	Reykjavik	Nairobi
Paris		Singapore	
		Tokyo	

SPEAKING

SPEAK Work in pairs. Go to the **Communication Hub** on page 155.

🗣️ Talk about a journey

GRAMMAR HUB

7.2 Simple past negative

	didn't + base form
I/you/he/she/it/we/they	We didn't take the trolley.

- We use the simple past negative to talk about things that did not happen in the past.
- We can also say *did not*.
We didn't take the trolley. OR We did not take the trolley.

Be careful!

We didn't wait at the traffic lights. NOT ~~We didn't waited at the traffic lights.~~

7.2 Simple past negative

- A** Complete the sentences with the simple past form of the verbs in parentheses. Use contractions.

- It's OK. They didn't miss (not miss) their flight.
- I didn't arrive (not arrive) home until midnight last night.
- He didn't like (not like) the food on the plane.
- We didn't take (not take) the train because it was very expensive.
- Sarah didn't feel (not feel) well on the ship.
- The children didn't enjoy (not enjoy) the journey. They were so bored!

- B** Complete the sentences with the negative form of the verbs in the box.

meet pay take travel read write

- We didn't read *Journey to the Center of the Earth* at school.
- Jules Verne didn't write about a real person.
- Nellie Bly didn't travel to India.
- She didn't take a lot of luggage with her.
- She didn't pay for the trip. The *New York World* paid.
- Nellie didn't meet Elizabeth Bisland on her journey.

➤ Go back to page 65.

7.3 A trip to remember

Talk about a vacation

G simple past questions P connected speech V verb phrases S guessing the meaning of unknown words



LISTENING

A Work in pairs. Look at the pictures. What country do you think it is? Why?

- B **LISTEN FOR GIST** Listen to Emma talking to a colleague about a trip. What was unusual about it?
 Emma used a 'mystery vacation' company. She didn't know anything about the trip before she arrived at the airport.
- C **LISTEN FOR DETAIL** Listen to the conversation again. Check (✓) the things Emma did.

- She decided to go to China. ☐
- She went to Beijing. ☒
- She saw pandas. ☒
- She went sightseeing. ☒
- She stayed with friends. ☐
- She visited the Great Wall. ☒

D Listen to part of the conversation from Exercise B. Choose the correct meaning of the words. Use the information in the box to help you.

Guessing the meaning of unknown words

- When you don't know a word, listen for other words that you do know to help you understand.
- Think about: *What is the main idea? What is before and after the word that I don't understand?*

- budget
a the amount of money a person has
b the amount of time a person has
- destination
a the place where someone is going
b the place where someone is
- surprise
a something that we don't know about
b something that we do know about

E **SPEAK** Work in pairs. Would you like to go on a mystery vacation? Why/Why not?

GRAMMAR

Simple past questions

A **WORK IT OUT** Look at the simple past questions from the conversation. Then choose the correct words to complete the rules.

Where did you go?

Did you visit the Great Wall?

Did you know the vacation was in China?

Simple past questions

- To make Yes/No questions in the simple past we use *do / did* + subject + *infinitive / base form*.
- To make *Wh-* questions in the simple past we use question word + *do / did* + subject + *infinitive / base form*.

B Go to the **Grammar Hub** on page 134.

C **PRACTICE** Reorder the words to write simple past questions.

- to / Emma / China / did / fly / ?
Did Emma fly to China? Yes, she did.
- a lot of / visit / she / cities / did / ?
Did she visit a lot of cities? Yes, she did.
- she / on / boat / a / sleep / did / ?
Did she sleep on a boat? No, she didn't.
- do / she / did / Beijing / what / in / ?
What did she do in Beijing? She went sightseeing.
- go on / mystery / vacation / a / did / she / why / ?
Why did she go on a mystery vacation? She wanted (to have) an adventure.

D **SPEAK** Work in pairs. Ask and answer the questions in Exercise C.

7.3 A trip to remember

LEAD-IN

Show pictures from a vacation you went on. Ask students to guess where you went and encourage them to explain their reasoning. Next, elicit what they can see in each picture before explaining what you did using simple past sentences. Try to give as much detail as possible (e.g. who you went with, how much things cost, etc). Next, put students into pairs to discuss their own vacations.

LISTENING

A Students discuss the questions in pairs. Monitor and assist as required.

B Play the recording. Give students time to check their answers in pairs before giving feedback as a class.

C Give students time to read through the sentences. Then play the recording again for students to apply a check mark to the answers. Check answers as a class.

D Read through the box together before playing the recording. Give feedback as a class, making sure that students know the correct pronunciation of *budget* /'bʌdʒɪt/.

E In pairs or small groups, students discuss the questions.

GRAMMAR

A Focus students on the simple past questions from the conversation.

B Direct students to the **Grammar Hub** (see below and TB67). Read the examples and go through the rules with the class.

C Focus students on the example.

D In pairs, students ask and answer the questions. Use the **Grammar Worksheet** on W37 for extra practice.

AUDIO SCRIPT

7.6

Listening, Exercise B

C = Colleague E = Emma

C: Hi, Emma. Did you have a good vacation?

E: Yeah! It was amazing, thank you!

C: Where did you go?

E: To China.

C: China? Wow! That's interesting. What did you do?

Did you visit the Great Wall?

Ex C Q6 E: Yes, I did. It was ... well, great! Do you want to see some photos?

C: Sure ... So, why did you choose China?

Ex B E: Well, I didn't choose it, actually. I went on a 'mystery vacation'.

C: What do you mean, a 'mystery vacation'?

E: I used a company that organizes your vacation for you. But they don't tell you anything about it until you get to the airport.

C: Huh? So how did it work?

E: I told them about my interests, how long I wanted to

Ex D Q1 go for, and my budget – I said I could spend about \$1500 – then they chose the hotels and activities ... and basically created a vacation for me.

Ex D Q2 C: So, did you know your destination? Did you know the vacation was in China?

Ex D Q3 E: No, I didn't. I didn't know anything except the date and the airport. When I arrived at the check-in desk, I got a letter with the details. I found out that I was on a flight to Beijing. It was a complete surprise!

Ex C Q2; Ex D Q3 C: That's so cool! Was it cheap?

E: No, it wasn't. It was very expensive, actually. But they organized the flights, hotels, transportation, entertainment – they did everything!

C: So where did you stay?

E: In hotels, but I also stayed with a Chinese family in Shanghai. And I slept on a train, too – the overnight train to Shanghai.

C: Did the company organize that?

E: Yes, but I didn't know anything about it before. When I was in Beijing, I got an email about my next destination. Then in Shanghai, I got another email, and so on.

C: What else did you do?

Ex C Q4 E: I went sightseeing in Beijing, went on a boat trip on a river and climbed mountains in the forest.

C: Did you see any pandas?

Ex C Q3 E: Yes, I did. Hold on ... Here's some pandas that I went to see in Chengdu.

C: Wow. I love pandas! You did so much. But why did you decide to do a mystery vacation?

E: Well, I wanted an adventure. Every day was a surprise and different. It felt new and exciting. And I didn't have to organize a thing!

C: It sounds great! I want to try a mystery vacation, too!

GRAMMAR HUB

7.3 Simple past questions

	Question	Short answers
I/you/he/she/it/we/they	Did they travel to Beijing last year?	Yes, they did. No, they didn't.

• We use simple past questions to ask about things that happened in the past.

• We can use question words with the simple past. These come before *did*.

Where did they go?

When did she leave?

• The verb *be* forms questions in a different way to other verbs.

Was it expensive? NOT Did it be expensive?

See the **Grammar Hub 6.2** on page 132 for more information.

PRONUNCIATION

- 7.8** **A** Play the recording. Give feedback, confirming that in natural English, words usually link together. In the examples, this is shown by the (◡) symbol between words.
- 7.9** **B** Play the recording and give students time to mark the connected speech. Give feedback as a class, practicing natural pronunciation.

VOCABULARY

- A** In pairs, students discuss their ideas for a great vacation.
- B** Students complete the exercise alone. Give feedback as a class.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Things to do

Use this activity to review the vocabulary section. Say this to your students:

In groups, brainstorm different kinds of activity-related vacations, e.g. *skiing*. (Write each vacation on the board as it is mentioned.) Take turns telling the class which kinds of vacations you have been on, and answer a few questions about each one.

Copy the vacations down in the order you would like to experience them, from most to least favorite. Compare your list with a partner. Work in pairs. Imagine you are going on vacation to India, where you will take part in a number of activities. (Elicit activities like these and write them on the board.)

mountain hiking, sightseeing, sunbathing, watching cricket, canoeing, nightlife, elephant riding in the jungle, guided tour of Bollywood, yoga

Write two lists: things you need to do before you go and things you need to take with you. Swap lists with another pair and see how many things they missed.

- C** Students complete the phrases with the verbs in the box.
- D** Direct students to the **Communication Hub** for further practice. Use the **Vocabulary Worksheet** on W38 for extra practice.

SPEAKING HUB

- A** Students work individually to write notes on a vacation where something unusual or funny happened.
- B** Elicit the four questions from the prompts and ask students to think of other questions they could ask.
- C** In groups, students talk about their partner's vacation.

METHODOLOGY HUB by Jim Scrivener

Fluency, accuracy and communication

Imagine a switch inside your head – it swings between two settings: 'working mainly on accuracy' and 'working mainly on fluency'.

It's probably a huge simplification, but I suspect that something like this is at work in my head through most of my language teaching, changing its setting from activity to activity, stage to stage – and, in some teaching, changing minute by minute in response to things happening in class. And I think initially getting that switch installed and working may be a key skill for anyone learning to be a language teacher.

Certainly there are activities in which you are arguably working on both accuracy and fluency in relatively equal measure, but many everyday language teaching lesson stages are focused on one more than the other, and at any one moment, in any one activity, it is likely you will be aiming to focus on accuracy rather than fluency, or fluency rather than accuracy. The danger of correcting students in the middle of a mainly fluency task is that you interrupt their flow and take the focus off their message. Students usually find it hard to continue after a correction, while others in class may become more reluctant to speak for fear of similar interruptions.

GRAMMAR HUB

7.3 Simple past questions

A Use the prompts to write questions and short answers.

- they / go / with their friends
Did they go with their friends? (?)
Yes, they did. (+)
- you / visit / a lot of cities
Did you visit a lot of cities? (?)
No, I/we didn't. (-)
- she / meet / many people
Did she meet many people? (?)
Yes, she did. (+)
- your company / pay / for the flight
Did your company pay for the flight? (?)
Yes, it/they did. (+)
- they / visit / the Eiffel Tower
Did they visit the Eiffel tower? (?)
No, they didn't. (-)
- you / sleep / on the plane
Did you sleep on the plane? (?)
No, I/we didn't. (-)

B Complete the questions with *you* and a verb from the box.

eat get go **have** stay swim travel visit

- Did you have* a good vacation?
- Where *did you go* on vacation this year?
- How *did you get* there? By plane?
- Did you visit* any interesting museums?
- Did you eat* any local food?
- Did you swim* in the ocean?
- How long *did you stay* for?
- Did you travel* by bus or train?

► Go back to page 66.

PRONUNCIATION

Connected speech

- 7.8** **A** Listen to the sentences. What do you notice about them?
- Where did you go?
 - Did she stay in a hotel?
 - She went to a temple.
- When spoken, the words did you are linked. There are no breaks between the words did and you.*
- 7.9** **B** Listen and repeat the sentences. Mark the links between the words.
- Did Emma see a panda?
 - Did she stay with a family?
 - She visited a lot of cities.
 - Did she have a good time?

VOCABULARY

Verb phrases

A SPEAK Work in pairs. What do you think makes a great vacation?

B READ Read the three travel stories. Answer the questions.

- What did TravelBob do every day in Ibiza?
He swam in the ocean.
- What happened to Kate956 one evening in New York?
She got lost.
- Where did LisaChorley lose her camera?
She lost her camera in Bangkok.



Kate956
January 7, 1:36

Last year, my husband and I went to New York. We visited museums and we went shopping. But New York is really big, and one night we got lost. After an hour, we were tired, so we stopped at a nice, small restaurant. We ate some delicious food, and then got a taxi back to our hotel!



LisaChorley
January 7, 1:41

Three years ago, I went to Thailand. I traveled around for two months, and I met some really nice people. In Bangkok, I went sightseeing and took a lot of pictures. But I lost my camera! I was really sad, but two days later a man brought it back. He saw a picture of me and my hotel!



C READ Read the comments again. Use the words in the box to create verb phrases.

eat get go have lose
meet read swim take visit

- swim* in the ocean
- go* shopping
- visit* museums
- take* pictures
- meet* people
- read* a book
- get* lost
- eat* food
- have* a good time
- lose* your camera

D SPEAK Work in pairs. Go to the **Communication Hub** on page 155.

SPEAKING HUB

A PREPARE Think of a vacation you went on where something unusual or funny happened. Write notes about the vacation using the ideas below.

- accommodations
- the problem or a funny situation
- people
- transportation
- place
- the ending

B DISCUSS Work in pairs. Ask and answer questions about your vacations using the prompts.

- Where / go?
- Where / stay?
- How / travel / there?
- What / happen?

Where did you go?

I went to Moscow.

C DISCUSS Work in groups. Tell your group about your partner's vacation. Take a group vote on the most unusual or funny vacation.

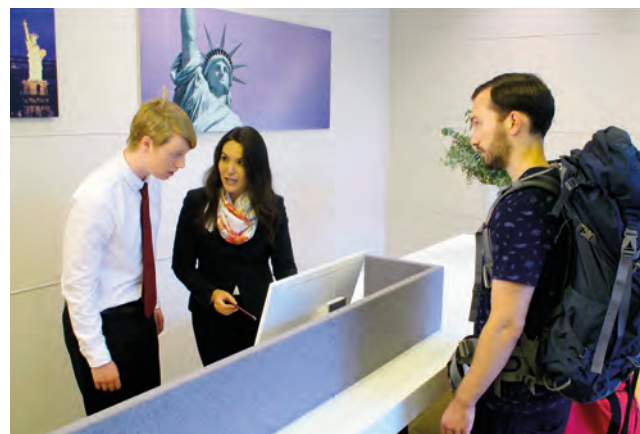


TravelBob
January 7, 1:25

One spring, I went to Ibiza with my family. The hotel was really nice, and we swam in the ocean every day. But on the last day of our vacation, we lost our passports and we couldn't fly home! We stayed for ten more days. We didn't have any money, but we read a lot of books! We had a great time.

◯ Talk about a vacation

COMPREHENSION



A ▶ 00:00–00:42 Work in pairs. Watch the first part of the video. Answer the questions.

- Where did Sam and Zac meet? **In New York**
- What did Zac hate? **His job in the hotel**
Suggested answer: Because he's not good at it and makes a lot of mistakes.
- Why do you think he hated it?

B ▶ 00:42–04:38 Watch the second part of the video. Look at the hotel manager's checklist. Check (✓) the things Zac does. Put an X on the things Zac doesn't do.

NEW HOTEL RECEPTIONIST

- | | |
|-----------------------------------------------------|-------------------------------------|
| 1 Greet guests correctly. | <input checked="" type="checkbox"/> |
| 2 Check guests' identity. | <input checked="" type="checkbox"/> |
| 3 Give correct information: breakfast time/price. | <input checked="" type="checkbox"/> |
| 4 Offer to help with bags. | <input checked="" type="checkbox"/> |
| 5 Check guests' room number and print out the bill. | <input checked="" type="checkbox"/> |

USEFUL PHRASES

A ▶ Complete the useful phrases with the words in the box. Then watch the video again and check your answers.

can it look mean new nice things what

- Hey guys. How are **things**?
- Hi! How's **it** going?
- I **mean**, good afternoon, sir!
- I'm so sorry, sir. He's **new**.
- So, **what** happened next?
- OK, **look** – it's fine!
- You **can** call me Sam.
- Have a **nice** day!

B How do you say these useful phrases in your language?

FUNCTIONAL LANGUAGE

Checking in and out of a hotel

SPEAK Work in pairs. Practice the conversation. Change the words and phrases in **bold**. Use the words in the box to help you. Change numbers, times and prices, too.

dinner double evening
ID card ma'am would you like

- Receptionist: Good **afternoon**, sir. How can I help you?
- Guest: I have a reservation for a **single** room for **two** nights.
- Receptionist: Could I have your **passport**, please?
- Guest: No problem. Is **breakfast** included?
- Receptionist: No, it isn't. Sorry. **Breakfast** is an extra **\$14**.
- Guest: What time is **breakfast**?
- Receptionist: **Breakfast** is served from 7 till 11 am.
- Receptionist: **Do you need** help with your bags?
- Guest: Great. Thanks.
- Guest: Can I have my bill please?
- Receptionist: Certainly, **Mr. King**. Which room was it?
- Guest: Room 305.

Suggested answer:

- Receptionist: Good morning, ma'am. How can I help you?
- Guest: I have a reservation for a double room for three nights.
- Receptionist: Could I have your ID card, please?
- Guest: No problem. Is dinner included?
- Receptionist: No, it isn't. Sorry. Dinner is an extra \$40.
- Guest: What time is dinner?
- Receptionist: Dinner is served from 6 pm till 9:30 pm.
- Receptionist: Would you like help with your bags?
- Guest: Great. Thanks.
- Guest: Can I have my bill please?
- Receptionist: Certainly, ma'am. Which room was it?
- Guest: Room 201.



MILLY



SAM



NEENA



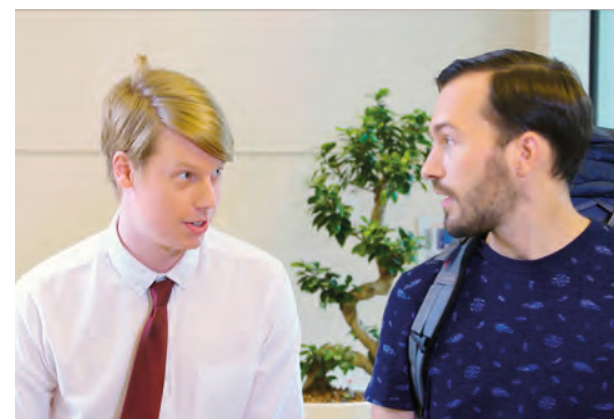
ZAC



GABY

PRONUNCIATION

Intonation in questions



A Listen and repeat the questions. Does the intonation go up or down at the end? Draw ↑ if the intonation goes up. Draw ↓ if the intonation goes down.

- | | |
|------------------------------------------------------|---|
| 1 <u>How</u> can I <u>help you</u> ? | ↓ |
| 2 <u>What's</u> your <u>name</u> , please? | ↓ |
| 3 <u>Could I have</u> your <u>passport</u> , please? | ↑ |
| 4 Is <u>breakfast</u> <u>included</u> ? | ↑ |
| 5 <u>What time</u> is <u>breakfast</u> ? | ↓ |
| 6 Do you <u>need help</u> with your <u>bags</u> ? | ↑ |

B Listen again. Underline the words and syllables that are stressed in Exercise A.

C SPEAK Work in pairs. Practice asking the questions in Exercise A. Remember to use the correct stress and intonation.

SPEAKING

A PREPARE Work in pairs. Write a hotel check-in conversation. Use the information below. Use some of the phrases in Functional Language.

Guest

Ask about:

- Reservation for two adults and two children
- Wi-fi
- TV
- Cost of breakfast for you and children
- Restaurant opening times
- Check-out time

Receptionist

Give information about:

- Family room with one double and two single beds
- Free wi-fi 24/7
- All rooms have a TV
- Free breakfast for children
- Breakfast: \$8.99 / 7 am to 11 am
- Dinner: \$24.99 / 5 pm to 11 pm
- Check-out: noon

B PRESENT Practice your conversation. Perform it for the rest of the class.

○ Check in and out of a hotel

▶ Turn to page 166 to learn how to write a short article about a travel experience.

LEAD-IN

Write *New York* on the board and ask the class what they know about the city (not the state). If anyone has visited the city, invite them to share their experiences with the class. Ask who would like to visit and why (or why not).

COMPREHENSION

A ▶ **00:00-00:42** Go through the questions with students. Then play the first part of the video for students to answer the questions. Check answers as a class.

B ▶ **00:42-04:38** Focus students on the checklist, checking understanding of the items. Then play the rest of the video. Students put a check mark or an X on the items on the list.

USEFUL PHRASES

- A** ▶ Students complete the useful phrases and compare their answers in pairs. Play the video again for students to check.
- B** If you have a monolingual class, allow time for students to discuss together how to say the phrases in their own language. If you have a multilingual class, give students time to record the phrases individually in their own languages.

FUNCTIONAL LANGUAGE

Students practice the conversation in pairs. Encourage students to look up when saying the conversation, rather than just reading from the page. Put students into different pairs. Students then replace the words in bold with those in the box and practice again. At the end, invite pairs to perform the conversation to the whole class. Make a note of any useful, topic specific emergent vocabulary to teach after each conversation has finished.

VIDEO SCRIPT

S = Sam G = Gaby Z = Zac M = Manager

S: Hey guys. How are things?
G: Great! I just booked a trip to New York.
S: Amazing! I love New York! Did you know I met Zac in New York?
G: No, I didn't!
Z: It's true. I worked in a hotel downtown. I hated it.
S: Yeah, I remember. When I arrived in New York ... I took a taxi from the airport and went to the Central Inn hotel.
Z: Hi! How's it going? I mean, good afternoon sir! Uh ... How can I help you?
S: I have a reservation for a single room for two nights.
Z: Your name, please?
S: It's Sam King.
M: I'm so sorry, sir. He's new. Welcome to New York, Mr. King. Could I have your passport, please? Thank you.
S: No problem. Is breakfast included?
Z: Yes, it is.
M: No, it isn't. Zac, this reservation doesn't include breakfast. It's here on the screen.
Z: Oh, of course. Sorry, sir. Breakfast is an extra 12 dollars.
M: 14 dollars.
S: OK, that's fine. What time is breakfast?
Z: Um ... 8 till 12.

PRONUNCIATION

A Focus students on the questions. Then play the recording, pausing after each question. Students decide if the intonation goes up or down at the end of the question. Check answers as a class, and play the recording again if required. Explain/confirm that we usually use a falling intonation for *Wh-* questions and a rising intonation for yes/no questions.

B Write the first question from Exercise A on the board. Mark the intonation and then say the question or play the recording for it. Ask students which words and syllables are stressed and underline them. Play the rest of the recording for students to underline the stressed words and syllables.

C Students practice asking the questions, helping each other to pronounce them correctly.

SPEAKING

- A** In pairs, students write a conversation set at a hotel front desk. Go through the information they should include in the conversation and the two characters: the guest and the receptionist. Monitor, encouraging students to think about their stress and intonation when asking questions.
- B** Give students time to practice their conversations in pairs. They could record and review the conversations on their phones. Pairs then perform their conversations in front of the rest of the class.

Extra activity

Choose a pair to perform their role play again. Before they start, take one student aside and tell them to act in a certain way (e.g. you have a bad cold, you're very angry, you're a famous person, etc). Then, ask the pair to perform the conversation again and have the class guess what you told the first student. Repeat with other pairs, ideally reviewing vocabulary (e.g. personality adjectives) from previous units.

M: No, it's not! Zac! Breakfast is served from 7 till 11 am. Your room is on the third floor. Room 305. Do you need help with your bags?
S: Great. Thanks.
Z: I think she hates me.
S: Yeah, I think she does.
Z: I'm not good at this job ...
G: So, what happened next?
S: I did some sightseeing. Zac told me where to go, so I visited the Museum of Modern Art, went shopping, took photos from the top of the Empire State Building, ate some lovely food, took the subway, got lost. I had a great time!
Z: Hey, Sam.
M: It's Mr. King. Mr. King, Zac, is a hotel guest.
S: OK, look - it's fine! Can I have my bill please?
Z: Certainly, Mr. King. Which room was it?
S: Room 305. You can call me Sam.
Z: Thanks, Sam. When do you leave?
S: Today. I have a flight home tonight. I have a few hours free until then.
Z: Do you like pizza?
S: Pizza? Zac. I love Pizza.
M: Zac? Get back to work!
Z: I quit!
M: You can't quit now! You finish at 12 pm.
Z: Have a nice day!
M: You're fired!

GRAMMAR

A Choose the correct words to complete the sentences.

- Ten years ago, you **take could / could take** a ferry to the island from here.
- You can't use the trolley in my town these days, but you **can / could** 50 years ago.
- Before 2010, we **couldn't / not could** use the subway in my city.
- When I had a scooter, I could **got / get** to school in 15 minutes.
- I could / Could I** ride a bicycle when I was six years old. How about you?
- When we went to Venice, we **couldn't saw / couldn't see** any cars.
- I couldn't **swim / swam** until I was ten years old.
- When I was younger I **could / couldn't** run really fast, but I can't now!

B Complete the sentences with negative simple past form of the verbs in parentheses.

- We **didn't travel** (travel) to Thailand.
- They **didn't fly** (fly) to Osaka.
- He **didn't take** (take) the bus to Prague.
- The people **weren't** (be) friendly.
- She **didn't stay** (stay) in a hotel.
- I **didn't have** (have) a good time.
- I **didn't have** (have) time to visit the Statue of Liberty.
- She **wasn't** (be) on the same flight as me.

C Use the prompts to write simple past questions.

- you / go on vacation / last year?
Did you go on vacation last year?
- where / you / go?
Where did you go?
- how / you / get there?
How did you get there?
- where / you / stay?
Where did you stay?
- you / go / with friends?
Did you go with friends?
- you / do?
What did you do?

D Think about your last vacation. Write short answers to the questions in Exercise C.

E SPEAK Work in pairs. Ask and answer questions about your last vacation.

A: *Where did you go?*

B: *I went to Sweden. Where did you go?*

VOCABULARY

A Label the pictures (1–4) with the words in the box.

bus ferry scooter trolley



1 **trolley**



2 **ferry**



3 **scooter**



4 **bus**

B Choose the correct verbs to complete the text.

We ¹**left / missed** New York City early in the morning and ²**arrived / left** in Bogotá five hours later. We ³**took / left** the train to the center. We stayed in Bogotá for two weeks. On the way home, we ⁴**missed / arrived** the train to the airport, so we ⁵**left / took** a taxi instead. We then ⁶**took / returned** a plane to Philadelphia.

C SPEAK Work in pairs. Tell your partner about the type of transportation you take every day. Then talk about the type of transportation you took on your last vacation.

D Complete the phrases with an appropriate verb.

- g e t** lost
- t a k e** pictures
- m e e t** people
- s w i m** in the ocean
- h a v e** a good time
- v i s i t** museums
- l o s e** your camera

FUNCTIONAL LANGUAGE

Complete the conversation with the words in the box.

346 bill (x2) minibar room stay taxi

Fumi: Hello. Can I have my ¹ **bill**, please?
Receptionist: Good morning, sir. Which ² **room** was it?
Fumi: Room ³ **346**.
Receptionist: Did you have anything from the ⁴ **minibar**?
Fumi: No, I didn't have anything.
Receptionist: Here you are. Here's your ⁵ **bill**. Did you enjoy your ⁶ **stay**?
Fumi: Yes, very much, thank you.
Receptionist: That's good. Do you need a ⁷ **taxi**?