

8

Travelling



Unit plan

Reading:

gapped sentences, realising that the words you complete the sentences with are exactly the same as words in the text

Vocabulary:

words related to travelling and transport, prepositions, collocations, phrasal verbs

Grammar:

past simple: *to be, there was / there were*, past simple affirmative: regular verbs

Listening:

note taking, realising you must only write one word, number, date or time in each gap

Speaking:

choosing the best option, talking about travelling, talking about the advantages and disadvantages of the options

Writing:

email, using the imperative to give directions, using prepositions of place to make your instructions clearer

Unit Opener (SB page 99)

- You may use L1 during the class discussion.
- Ask students to read the title of the unit and say how it relates to the picture (*The title is 'Travelling' and the picture is of two hot air balloons in the sky.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Ask students if they were aware that hot air balloons were the first way of travelling in the air. Elicit that they must answer two questions, both of which require them to imagine the experience of flying in a hot air balloon.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- After the discussion, ask students if they would like to fly in a hot air balloon.

Answers

Students' own answers

Possible ideas

It feels relaxing/terrifying/exciting/quiet. There are amazing views/you can see for miles and miles. You can hear birds singing and see animals on the ground.

2

- Ask students to read the instructions and check that they understand what they have to do. Tell students to use L1.
- Set a time limit of a few minutes.
- When the time is up, ask pairs to swap their lists with another pair and check the answers.
- Check answers as a class.
- Once the answers have been checked, ask each pair to tell you how many items they have in their list. The pair with the longest list wins.

Answers

Student's own answers

Background information

The French brothers Joseph-Michel and Jacques-Étienne Montgolfier developed a hot air balloon and flew it for the first time in public on September 19, 1783. The flight was unmanned and lasted 10 minutes.



A month later, Jean-François Pilâtre de Rozier accomplished the first balloon flight with humans on board. The balloon was attached to a rope and travelled 26 metres into the air. The first flight with human passengers and without a rope attached was made on November 21, 1783.



TOP TIP

Encourage students to share their own knowledge of little-known or unusual facts. Ask them to do their research before you begin a new unit and link it to the theme of the unit.

Let's talk about it!

- How do you like travelling?
- What do you enjoy doing on holiday?
- Where would you like to go on your next trip?

DVD 8

Summary of DVD 8: The video begins with a run-down of different means of transport and ways of seeing a place. Then it introduces us to Jack and his sister Lily, who both enjoy travelling. The video explains how they plan a trip by researching online and looking at guidebooks, and then the different stages of travel, ie buying air tickets, flying to their destination, checking into a hotel and then exploring a place.

Answer

He surfs the Net.



Reading (SB pages 100-101)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to discuss problems people can encounter when they travel.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

Suggested answers

lose their passport/money; someone might steal their money; miss their plane/train etc, get sick from something they eat; get lost, etc

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the article in order to see if any of the problems they discussed in 1 are mentioned.
- Ask students to skim read the text and look for any of the problems they discussed in 1. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work in pairs to complete the task.
- When students are ready, go around the class asking students for their answers.

Answers

Student's own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Remind students that they did this task in Unit 4 and that they need to complete the sentences with words from the text. Explain that the sentences say the same thing as the text, but in a different way, and that the word they complete the sentence with must be exactly the same as a word from the text. Tell them to read each sentence and then look in the text for the same information and decide which word will complete the sentence correctly.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to think carefully about the word that will complete the sentence correctly.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 careful (*Travelling is great, but you have to be careful.*)
- 2 blogs (*Read travel blogs because they can give you important information about an area too.*)
- 3 station (*... it's easy for someone to take your wallet from your backpack ... at a station.*)
- 4 market (*... some places haven't got fridges, so it isn't a good idea to eat food from those places.*)
- 5 water (*... find out about the water. Sometimes it isn't safe to drink ...*)

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match the objects in the pictures with the words in the list.
- Remind students that the words in the list are in the text and that they should find them because seeing them in context will help them to complete the task.
- Ask students to read the words in the list and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the list to the students and asking them to repeat after you. Correct where necessary.
- Time permitting, ask students what helped them to choose their answers.

Answers

1i 2f 3h 4c 5g 6a 7d 8b 9e

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must make a list of items to take with them on holiday.
- Students work individually to complete the task. They then compare their list with a partner.
- Monitor and help with vocabulary if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Time permitting, students may tell the class about the things they have chosen to take with them.

Answers

Student's own answers

EXTENSION ACTIVITY

Students work in pairs. Ask them to discuss what they enjoy most about travelling. After they have discussed in pairs, open up the discussion to the class.

a-2 Vocabulary 1 (SB page 102)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the means of transport in the pictures with the words in the list.
- Ask students to read the words in the list and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the list to the students and asking them to repeat after you. Correct where necessary.

Answers

1e 2h 3c 4b 5d 6f 7g 8a

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must choose the correct preposition in each pair to complete the sentences. Tell them they are prepositions that are commonly used when we talk about travelling.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, elicit that when we talk about the mechanical means we use to travel, we use *by*, and that when we talk about being a passenger, we often use *in* or *on* depending on the means.

Answers

- | | |
|----------|----------|
| 1 on, by | 4 on, by |
| 2 in, on | 5 by, on |
| 3 by, in | 6 by, on |

3

- Ask students to read the instructions and check that they understand what they have to do. Explain that the words in the column combine with the words in the top row to make collocations.
- Ask students to read the words and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class. Explain that we usually say '*have/take a holiday*', but not '*have/take the holiday*'.
- Check pronunciation by saying each of the collocations to the students and asking them to repeat after you. Correct where necessary.

Answers

	holiday	map	plane	taxi	bus	train
catch a			✓		✓	✓
get a				✓	✓	✓
have a	✓	✓				
miss the			✓		✓	✓
read a		✓				
take a/the	✓		✓	✓	✓	✓

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must complete the sentences with collocations from 3. Tell them to think carefully about the items that can take more than one answer.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------------|----------------|
| 1 have/take a holiday | 4 miss the bus |
| 2 read a map | 5 take a taxi |
| 3 catch/take a plane | |

EXTENSION ACTIVITY

Ask students to work in pairs and to tell their partner how they usually travel when they go on holiday. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Time permitting, ask students to tell the rest of the class.

Extra Task (for early finishers)

See photocopiable material on page 132.

Grammar 1 (SB page 103)

Before you read the Grammar box

- Introduce the past simple of the verb *to be* by writing the forms on the board (*was, were, wasn't, weren't*) and telling students that we use them to talk about the past, just as we use *am, is* and *are* to talk about the present.
- Introduce *there was* and *there were* by writing them on the board and telling students they are the past forms of *there is* and *there are*.

1

- Read through the grammar theory with the class. Explain in L1 if necessary.
- Make sure students understand that we use two different forms of *to be* in the past (*was, were*), unlike the present simple of *to be* where we have three forms (*am, is, are*).
- Write the following on the board and leave it there for students to refer to during the lesson.

<i>I was / wasn't</i>	<i>It was / wasn't</i>
<i>You were / weren't</i>	<i>We were / weren't</i>
<i>He was / wasn't</i>	<i>You were / weren't</i>
<i>She was / wasn't</i>	<i>They were / weren't</i>
- Go over the time expressions and explain the meaning of *yesterday, ago* and *last* if necessary.
- Explain that just as we use *there is* and *there are* to describe scenes and talk about place in the present, we use *there was* and *there were* to describe scenes and talk about place in the past.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the examples in 1 again and answer the question.
- Refer them to the grammar theory to help them answer the question if necessary.
- Check answer as a class.

Answer

We use *was* with *I, he, she & it*, and *were* with *you, we & they*.

Read 8.1-8.2 of the Grammar Reference on page 146 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct affirmative, negative or question form of *to be*.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to pay attention to the subject of each sentence to see if it is singular or plural before they decide which form to use. Tell them also to read each sentence carefully to decide whether the gap requires the affirmative, negative or question form of the verb. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------|------------------------|
| 1 were, wasn't | 6 wasn't, was |
| 2 Were, were | 7 was |
| 3 were | 8 Were, was |
| 4 Was, was | 9 Was, wasn't, was |
| 5 weren't, were | 10 Were, weren't, were |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct affirmative, negative or question form of *there was* or *there were*.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to pay attention to the subject of each sentence to see if it is singular or plural before they decide which form to use. Tell them also to read each sentence carefully to decide whether the gap requires the affirmative, negative or question form.
- Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- There were
- There weren't
- There wasn't
- Were there, there weren't
- There were, there weren't
- There weren't, there were
- Was there, there was
- Was there, there wasn't, there were

EXTENSION ACTIVITY

Ask students to write four questions using the past simple of *to be* and *there was / there were*. They then ask and answer with a partner. Write the following prompts on the board to help students. Tell them they may use these time expressions or their own ideas.

Was your friend ... an hour ago?
Were you ... yesterday?
Was there ... last week?
Were there ... in 2015?

Extra Task (for early finishers)

See photocopiable material on page 132.

A-Z

Vocabulary 2 (SB page 104)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the verbs in the orange box to complete the sentences.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|-----------|
| 1 leave | 4 arrives |
| 2 relaxes | 5 carry |
| 3 flies | |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items in both columns and explain anything they don't understand. Elicit that the phrases on the right are definitions for the phrasal verbs on the left.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the phrasal verbs to the students and asking them to repeat after you. Correct where necessary.

Answers

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

3

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to use the phrasal verbs in 2 to complete the dialogues.
- Ask students to read the dialogues and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- look around, come back
- check out of
- get around
- go away, check into

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the words in the orange box to complete the email.
- Ask students to read the words in the orange box and the email, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Explain the difference between a *trip* (a period of travel during which you visit a place for a short time and come back again) and a *journey* (the act of travelling from one place to another).

Answers

- | | |
|-----------|------------|
| 1 trip | 4 suitcase |
| 2 flight | 5 journey |
| 3 airport | |

▶ EXTENSION ACTIVITY

Students work in pairs. They discuss how travellers can pass the time in the following situations: a long flight delay at the airport / a long flight / a long journey by boat. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Time permitting, ask students to tell the rest of the class.

Extra Task (for early finishers)

See photocopiable material on page 132.

Grammar 2 (SB page 105)

Before you read the Grammar box

- Introduce the past simple affirmative of regular verbs. Write *I walked to school yesterday.* on the board. Ask a strong student what they think it means. Tell students we usually form the past simple of regular verbs by adding *-ed* to the end of the verb.

1

- Read through the grammar theory with the class. Explain that we use the past simple to talk about events or situations that started and finished in the past, as well as past habits and things we often did in the past. Tell students that we use the same time expressions as for *was/were*.
- Explain also that the same form of the verb is used for all persons (*I walked, he walked, we walked, etc.*).

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the examples in 1 again and answer the question. Refer them to the grammar theory to help them answer the question if necessary.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.
- Once answer has been checked, explain that for some regular verbs in the past simple, small changes need to be made in order to add the *-ed* ending, eg *plan* → *planned*.

Answer

We form the past simple with the main verb + *-ed*.

Read 8.3 of the Grammar Reference on page 146 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to decide which of the two uses of the past simple the sentences express. Ask a strong student to explain the two uses in L1.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students to look again at the sentences that express a past habit (items 2, 4, 7, 8). Ask them which words in the sentences are used to express a past habit. Elicit that they are *every morning*, *always* and *never*. Tell them we use adverbs of frequency to talk about past habits, just as we do for habits in the present.

Answers

- | | |
|------|------|
| 1 FA | 5 FA |
| 2 PH | 6 FA |
| 3 FA | 7 PH |
| 4 PH | 8 PH |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the correct past simple form of the verb given.
- Ask students to read the sentences and explain anything they don't understand. Remind them to make the correct changes to some verbs before they add *-ed*. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|-------------|
| 1 started | 5 arrived |
| 2 fixed | 6 carried |
| 3 stayed | 7 lived |
| 4 stopped | 8 travelled |

▶ EXTENSION ACTIVITY

Ask students to write their own sentences about an event or situation that finished in the past, and a past habit. Remind them to use time expressions for a finished past event and adverbs of frequency for past habits. When students are ready, they may read out their sentences to the class.

Extra Task (for early finishers)

See photocopiable material on page 132.

Listening (SB page 106)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that the questions they need to answer will help them to understand the task. Tell them that the main task type in this unit is the same as in Unit 3.
- Ask students to read the instructions and the questions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 information in an airport
2 one/1

2

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they must predict the kind of information they will need to complete the gaps.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, ask students which words helped them to decide on their answers. Elicit that 'to' indicates movement towards a place, and that 'time' and 'pm' indicate a time of the day.

Answers

- 1 the name of a place
2 a time

3

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they will listen and choose the correct answers for the gaps in 2.
- Ask students to look at the answer choices and explain anything they don't understand. Tell them to think about why their answer is correct, based on the instructions, and the other answer choice is wrong.
- Play the recording.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, elicit why the particular options are correct (*They require a one-word or one-number answer. In question 1, 'Paris' is enough; in question 2, 'six o'clock' is two words, but we also cannot say 'six o'clock pm'.*).

Answers

- 1A ... flight to Paris.
2B It is now leaving at six o'clock.

See the recording script on page 122.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in this task type they should write only one thing in the gap, and this could be a word, a number, a date or a time.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write one word, number, date or time in each gap.
- Ask students to read the information about the trip to Madrid and explain anything they don't understand.
- Tell them that when they need to write numbers, they can write them in figures or in words, but they must spell the words correctly.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 Saturday *Our flight to Madrid is on Saturday ...*
2 passport *... don't forget your passport!*
3 11 *We can check into our hotel at eleven o'clock ...*
4 museum *I want to visit the Prado Museum.*
5 25 *Tickets for the bus tour are ... €25 for two days.*

See the recording script on page 122.

Speaking (SB page 107)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Student's own answers

TOP TIP

As students progress through the course and acquire more language, help them to deal with more complicated tasks by writing ideas on the board for their Speaking tasks. Here, for example, you could write advantages and disadvantages of the suitcase and backpack on the board to help students in their discussions.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that when they choose between two options, they need to say why one is better than the other, and that they can do this by considering the advantages of one and the disadvantages of the other.
- Refer students to the *Language Bank* and go through the sections for talking about advantages and disadvantages. Make sure they understand they can use *because* to justify their ideas. Write the following

prompts on the board to help them, and explain what they mean if necessary: *heavy, light, easy to carry, difficult to carry, too big/small for a weekend.*

- Ask students to read the speech bubbles, the question and the words with the pictures, and explain anything they don't understand.
- Students work in pairs to discuss the options before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell you which option they chose and to explain why.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Suggested answers

The advantage of Option 2, a backpack, is that it is light, so it is easy to carry. I also think that it's a good idea because I don't need a lot of things for a weekend trip.

The disadvantage of Option 1, a suitcase, is that it is big and heavy, so it isn't easy to pull or carry. I also think that it's a bad idea because my trip is for the weekend and I don't need a big suitcase to carry all my things.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in this kind of task, they have to discuss both options for a given purpose in order to decide which is best. Tell them they need to justify their answers by saying why one option is better than the other, and that they can do this by talking about the advantages of one versus the disadvantages of the other.

3

- Go through the other sections of the *Language Bank* with the students. Make sure they understand the words and phrases for talking about travel and holidays. Remind them that they have seen all of the words before. Ask a few strong students to tell the class what they mean.
- Ask students to read the instructions and check that they understand what they have to do. Remind students that they did the same type of task in Unit 5, but explain the mechanics of the task again. Elicit that Student A has a problem (the best way to travel around Europe) and needs an opinion from Student B. Student A will tell Student B what their problem is and what their two options are – travelling by plane or travelling by train. Once Student B has received all of the information from Student A, he/she must give Student A their opinion on the best option and also say why it is the best option. In addition, Student B must explain why he/she rejected the other option.
- Remind students to use words and expressions from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

Suggested answer

The advantage of travelling by train is that it is slower than travelling by plane, so you can look at the different places and towns. I also think that the train is a good idea because you don't have to sit down all the time. You can walk around or have a snack in the restaurant.

The disadvantage of travelling by plane is that you can only go from one big city to another. You don't see lots of different towns and villages and you can't stop and visit different places. Also, I don't think that the plane is a good idea because it's more expensive than the train.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The task is on page 157 (Student A has a problem and needs an opinion from Student B. Student A will tell Student B what their problem is and what their two options are. Once Student B has received all of the information from Student A, he/she must give Student A their opinion on the best option and also say why it is the best option. In addition, Student B must explain why he/she rejected the other option.).
- Remind students to use words and phrases from the *Language Bank*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

Suggested answer

The advantage of a beach holiday is that you stay in one place, so you can relax. You don't have to worry about trains or timetables or anything like that. I also think that it's a good idea because you can swim or play beach games with your friends, so you feel happy.

The disadvantage of a backpacking holiday is that you have to worry about a lot of things. You often have to travel to lots of different places, so you have to find out about buses and trains, and timetables. Also, I don't think that it's a good idea because you have to carry all your things in a backpack and you get very tired.

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Student's own answers

Writing (SB pages 108-109)

Email: Giving directions

- Ask students to read the information on emails and giving directions.
- Explain to students that when we tell someone how to get to a place, we use the imperative to give the directions. Remind them that they learnt how to use the imperative in Unit 3. Ask individual students for some examples of the imperative.

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to match the instructions with the pictures.
- Ask students to read the list of instructions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1d 2c 3b 4e 5a

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and the questions, and explain anything they don't understand.
- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 an email
- 2 to a friend
- 3 give directions on how to get from town to your home

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read the email and choose the map which shows the correct directions to Hannah's house.
- Elicit that the email in 3 has been written in answer to the writing task in 2.
- Ask students to read the email and look at the maps, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

a

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to find and circle the prepositions of place in the email in 3 and then they need to complete the sentences with the words in the orange box.

- Ask students to read the words in the orange box and answer any queries they might have about them. Elicit that the words are prepositions of place or a part of prepositions of place.
- Draw students' attention to the example in the email in 3 and go over it with them.
- Students work individually to find the prepositions of place in the email. They then check their answers in pairs before checking as a class. Once the answers have been checked, proceed to the second part of the task.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students circle in 3: *in*, *behind* and *next to*.

- 1 in
- 2 next
- 3 between
- 4 behind
- 5 front

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own words and phrases in their emails.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

5

- Read the task out to students and explain anything they don't understand. Elicit that they must write an email to a friend, giving directions from their friend's home to your home.
- Go over the *Plan* with the students.
- Remind them that the *Plan* acts as a checklist for what they need to include in their writing. Tell them to provide all the information they are asked for.
- Assign the writing task for homework.

Answers

Student's own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words in L1.
- Remind them to make their directions clear by using the imperative and prepositions of place.
- Remind them also to begin and end their email with appropriate friendly phrases.
- Remind them to look back at 3 for an example of a completed email giving directions.

EXTENSION ACTIVITY

Time permitting, students can make brief notes about the directions they will need to give. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 8 (SB page 110)

Objectives

- To revise vocabulary and grammar from Unit 8.

Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for means of transport. Write the words on the board (*bus, boat, car, plane, ship, taxi, train, tram*) and then ask the following questions.
 - Which two travel on water? (*boat, ship*)
 - Which one do most families have at home? (*car*)
 - Which one has a driver that you pay to drive you? (*taxi*)
 - Which one is in the air? (*plane*)
 - Which three take you across a city and you need a ticket for them? (*bus, train, tram*)
- 2: Revise the prepositions. Write them on the board (*by, in, on*) and then write the following gapped sentences on the board and ask individual students to complete them with the correct preposition.
 - You can watch films *[on]* a plane.
 - Let's go to the shops *[by]* bus.
 - How many people can travel *[in]* the taxi?
 - Do you go to school *[on]* foot?
 - Our suitcases are *[in]* the car.
 - Do you enjoy travelling *[by]* ship?
- 3 and 4: Revise the collocations. Reproduce the table from page 102 of the Student's Book on the board. Ask individual students to complete it verb by verb.

	holiday	map	plane	taxi	bus	train
catch a			✓		✓	✓
get a				✓	✓	✓
have a	✓	✓				
miss the			✓		✓	✓
read a		✓				
take a/the	✓		✓	✓	✓	✓

Vocabulary 2

- 1: Revise the verbs related to travel. Write them on the board one by one (*arrive, carry, fly, leave, relax*) and ask individual students what they mean. Students may use L1. Then ask them to give you example sentences.
- 2 and 3: Revise the phrasal verbs. Write the phrasal verbs on the board (*check into, check out of, come back, get around, go away, look around*) and ask individual students the following questions.
 - What do you do when you leave your home? (*You go away.*)

- What do you do when you go for a walk in a new place? (*You look around.*)
 - What do you do when you arrive at a hotel? (*You check in(to it).*)
 - Where do you go when your holiday ends? (*You come back to your home.*)
 - What do you use buses and cars for? (*You use them to get around.*)
 - What do you do when you leave a hotel? (*You check out (of it).*)
- 4: Revise the words in the email. Read out the words one by one (*airport, flight, journey, suitcase, trip*) and ask individual students to write the words on the board and tell you what they mean, in L1 if necessary. Ask the rest of the class to check the spelling. Then ask other students for example sentences.

Grammar Revision

Grammar 1

Practise past simple: *to be*.

- Write these present simple sentences on the board. Ask students to write them in the past simple.

- I am here. (*I was here.*)
 - He isn't tired. (*He wasn't tired.*)
 - Are you on holiday? (*Were you on holiday?*)
 - The girls aren't in the museum. (*The girls weren't in the museum.*)
 - I'm not sure. (*I wasn't sure.*)
 - Is the hotel nice? (*Was the hotel nice?*)
- Ask individual students the following questions and ask them to give you true answers.
 - Were you at the shops yesterday?
 - Was your cousin at your house two weeks ago?
 - Were you and your friends at a café last week?
 - Was your family in the UK in August?

Practise *there was / there were*.

- Write these gapped sentences on the board and ask students to complete them with *was, wasn't, were* and *weren't*, depending on whether there is a cross (X), a tick (✓) or a question mark (?) next to the sentence.

- There _____ a party last night. ✓ (*was*)
- There _____ a few people. ✓ (*were*)
- There _____ any snacks. X (*weren't*)
- There _____ any music. X (*wasn't*)
- _____ there a cake? (*Was*)
- _____ there any drinks? (*Were*)

Grammar 2

Practise past simple affirmative: regular verbs.

- Write the bare infinitive form of the verbs on the board and ask students to write them in the past simple. (*carry [carried], fix [fixed], travel [travelled], arrive [arrived], stop [stopped], stay [stayed], look [looked], study [studied]*)
- Students are now ready to do Reload 8.
- Draw students' attention to the examples and go over them with them.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1c 2a 3b 4c 5b 6c 7a 8b 9a 10b

Grammar

1c 2a 3a 4c 5b 6b 7a 8b 9b 10b

Objectives

- To revise vocabulary and grammar from Units 7 and 8.

Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise words for fruit and vegetables.

- Unit 7, Vocabulary 1, Exercise 1: Draw a table on the board. Write *Fruit* at the top of one column and *Vegetable* at the top of the other. Ask a student to tell you what the words mean. Then read out the fruit and vegetables one by one and ask individual students to write the word in the correct column on the board and say what it means in L1: *apple, banana, carrot, grape, onion, orange, pepper, potato, strawberry, tomato*.

Fruit	Vegetable
(apple)	(carrot)
(banana)	(onion)
(grape)	(pepper)
(orange)	(potato)
(strawberry)	(*tomato)

*accept 'tomato' as a fruit as well

Revise adjectives that describe food.

- Unit 7, Vocabulary 1, Exercise 2: Write the adjectives on the board: *delicious, hungry, salty, spicy, sweet, thirsty*. Then read out the following incomplete sentences and ask individual students to finish them with the correct adjective.
 - I can't eat these chips. They're too [salty].*
 - Can I have some water, please? I'm very [thirsty].*
 - There's lots of sugar in my coffee. It's too [sweet].*
 - I need to eat something. I'm very [hungry].*
 - There are chilies in the soup. It's [spicy].*
 - I love this cake. It's [delicious].*

Revise the breakfast items.

- Unit 7, Vocabulary 1, Exercises 3 and 4: Write the words on the board (*breakfast, bread, butter, coffee, egg, jam, juice, milk, tea*). Then ask students the following questions.

- When do you eat breakfast? (in the morning)*
- What can you cook for breakfast? (an egg)*
- What can you put on bread? (butter, jam)*
- What can you drink at breakfast? (coffee, juice, milk, tea)*

Revise the food words.

- Unit 7, Vocabulary 2, Exercise 1: Read out the items one by one and ask individual students to write them on the board and tell you what they are in L1. (*burger, chicken, chips, ice cream, pizza, salad, sandwich, soft drink*).

Revise collocations.

- Unit 7, Vocabulary 2, Exercise 2: Draw two big circles on the board and write each half of the collocation in a circle (*bread, fish, knife, salt, strawberries*) and (*butter, chips, cream, fork, pepper*). Ask students to come to the board and draw lines to connect the words to make collocations. Tell them to read them out and connect them with *and*. (*bread and butter, fish and chips, knife and fork, salt and pepper, strawberries and cream*)
- Unit 8, Vocabulary 1, Exercises 3 and 4: Copy the table from page 102 of the Student's Book on the board, without the ticks. Choose a verb and ask individual students to tell you which nouns it collocates with. Place the tick(s) in the table and then proceed to the next verb. Continue until all verbs have been covered.

	holiday	map	plane	taxi	bus	train
catch a			✓		✓	✓
get a				✓	✓	✓
have a	✓	✓				
miss the			✓		✓	✓
read a		✓				
take a/the	✓		✓	✓	✓	✓

Revise the words for cutlery and crockery.

- Unit 7, Vocabulary 2, Exercise 3: Write the words on the board (*bowl, chopsticks, cup, glass, plate, spoon*). Ask students the following questions. Then ask students to tell you what the words mean in L1.
 - What do we use for drinking? (cup, glass)*
 - Where do we put our food when it's ready to eat? (bowl, plate)*
 - What do we hold in our hands to eat food? (chopsticks, spoon)*

Revise means of transport.

- Unit 8, Vocabulary 1, Exercise 1: Write the different means of transport on the board one by one and ask individual students to tell you what they are in L1. (*bus, boat, car, plane, ship, taxi, train, tram*)

Revise prepositions.

- Unit 8, Vocabulary 1, Exercise 2: Write these prepositions (*by, in, on*) and gapped phrases on the board, and ask students to complete them with the prepositions.

- 1 *be [on] a bus / plane / ship / train / tram*
- 2 *travel [by] bus / boat / car / plane / ship / taxi / train / tram*
- 3 *go somewhere [on] foot*
- 4 *[in] the taxi / car*

Revise the verbs.

- Unit 8, Vocabulary 2, Exercise 1: Write the verbs on the board (*arrive, carry, fly, leave, relax*). Choose one at random and ask individual students to say what it means, in L1 if necessary, and to give you example sentences.

Revise phrasal verbs.

- Unit 8, Vocabulary 2, Exercises 2 and 3: Write the phrasal verbs on the board (*check into, check out of, come back, get around, go away, look around*). Then read out the meanings from page 104 of the Student's Book one by one and ask individual students to match them to the phrasal verbs.

- 1 *come to a place again (come back)*
- 2 *walk and see the different parts of a town, museum, etc (look around)*
- 3 *leave home and spend some time in a different place (go away)*
- 4 *go to a hotel and give your information before you stay there (check into)*
- 5 *give money to a hotel for staying there and then leave (check out of)*
- 6 *travel to different places in the same area (get around)*

Revise words related to travel.

- Unit 8, Vocabulary 2, Exercise 4: Write the words on the board (*airport, flight, journey, suitcase, trip*) and then ask individual students to tell you what they mean, in L1 if necessary, and to give you example sentences.

Grammar Revision

Revise countable and uncountable nouns.

- Draw two columns on the board and label them *Countable* and *Uncountable*. Ask students to copy the table in their notebook. Then read out the following nouns one by one and ask students to write them in the correct column. (*banana, bread, coffee, chocolate, sandwich, juice, orange, pepper, egg, salt, strawberry, milk, onion, tea*)
- Tell them to write *a, an* or no article in front of the nouns. Once you have finished reading out all of the nouns, check the answers as a class.
Countable: a banana, a sandwich, an orange, a pepper, an egg, a strawberry, an onion
Uncountable: bread, coffee, chocolate, juice, salt, milk, tea

Revise *some / any*.

- Write the following gapped sentences on the board and ask students to complete them with *some* or *any*. Once the answers have been checked, ask students to write two of their own sentences using *some* and *any*.
- 1 *There is [some] water in the glass.*
 - 2 *Are there [any] eggs?*
 - 3 *There are [some] apples in the bowl.*
 - 4 *There isn't [any] bread.*

Revise talking about quantities.

- Write the following quantifiers and gapped sentences on the board. Ask students which quantifier(s) can complete the sentences.

(*a lot of, lots of, many, much, a few, a little*)

- 1 *There's [a lot of / lots of / a little] milk.*
- 2 *We don't have [much] butter.*
- 3 *I only need [a few] strawberries for the salad.*
- 4 *He doesn't eat [many] tomatoes.*
- 5 *Is there [a lot of / lots of / much] sugar in jam?*

Revise past simple: *to be*.

- Write the present simple sentences on the board. Ask students to write them in the past simple.

- 1 *I am here. (I was here.)*
- 2 *He isn't happy. (He wasn't happy.)*
- 3 *Are you hungry? (Were you hungry?)*
- 4 *They aren't on the bus. (They weren't on the bus.)*
- 5 *Am I your friend? (Was I your friend?)*
- 6 *Is Lucy at school? (Was Lucy at school?)*
- 7 *I'm not at the airport. (I wasn't at the airport.)*
- 8 *We are in London. (We were in London.)*
- 9 *Is the bus late? (Was the bus late?)*

- Ask students what the following time expressions mean and to use them in example sentences: *yesterday, two days ago, a year ago, last night, last week, in June*.

Revise *there was / there were*.

- Write the following gapped sentences on the board and ask students to complete them with *was, wasn't, were* and *weren't*.

- 1 *There [was] some information about buses.*
- 2 *There [weren't] any people on the train.*
- 3 *There [wasn't] any time to see the city.*
- 4 *[Were] there many people at the festival?*
- 5 *[Was] there a lot of traffic?*

Revise past simple affirmative: regular verbs.

- Write the verbs on the board in the bare infinitive and ask students to write them in the past simple.

(*look [looked], live [lived], cry [cried], stay [stayed], stop [stopped], fix [fixed], arrive [arrived], travel [travelled], miss [missed], carry [carried], plan [planned]*)

- Students are now ready to do Progress Review 4.
- Draw students' attention to the examples and go over them with them.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary Answers

1

1c 2f 3b 4e 5d 6g 7a 8h

2

- | | |
|--------------|------------------|
| 1 hungry | 7 pepper |
| 2 delicious | 8 sandwiches |
| 3 vegetables | 9 fish and chips |
| 4 salad | 10 thirsty |
| 5 carrots | 11 soft drink |
| 6 tomato | 12 chopsticks |



- 3**
- 1** foot
 - 2** boat
 - 3** car
 - 4** map
 - 5** holiday
 - 6** taxi
 - 7** catch
 - 8** train
- 4**
- 1** r r i (arrive)
 - 2** i r o (airport)
 - 3** i g h (flight)
 - 4** a r (carry)
 - 5** u i a s (suitcase)
 - 6** e a (leave)
 - 7** a p o r (passport)
 - 8** l (fly)
 - 9** l a (plane)
 - 10** e a (relax)
 - 11** r i (trip)
- 5**
- 1** check out of
 - 2** get around
 - 3** go away
 - 4** come back
 - 5** check into
 - 6** look around

Grammar

Answers

- 1**
- 1** is
 - 2** a little
 - 3** a lot of
 - 4** some
 - 5** lots of
 - 6** much
 - 7** -
 - 8** any
 - 9** a few
 - 10** many
- 2**
- 1** Were, was
 - 2** Was, was
 - 3** Was, wasn't
 - 4** Were, were
 - 5** Was, was
 - 6** wasn't
 - 7** were
 - 8** Were, weren't
- 3**
- 1** Was there, there wasn't
 - 2** Were there, there were
 - 3** Was there, there was
 - 4** Was there, there were
 - 5** There wasn't, There weren't
 - 6** Was there, there was
- 4**
- 1** carried
 - 2** planned
 - 3** travelled, studied
 - 4** loved
 - 5** checked into, stayed
 - 6** relaxed
 - 7** arrived
 - 8** lived, used