

## Vocabulary in context p52

Using a range of lexis to talk about countries and nationalities and words connected with travel

### Warmer

Books closed. Say: *Which country am I in? I'm watching a baseball game. I'm eating a hot dog. I can see the White House. (the US).* In pairs, students imagine they are in different countries, and take turns to describe what they're doing/what they can see and guess the place.

### 1 SPEAKING 44

- After checking answers, ask several students which place they would most like to visit, and why. Then ask the class to vote for the place they would most like to visit, and find out the most popular place.

#### Answers

- a India (the Taj Mahal) b Italy (the Colosseum)  
c Mexico (El Castillo) d China (Great Wall of China)  
e South Africa (Table Mountain) f Spain (La Alhambra)

- 2 When checking answers, point out that Russia is in both Europe and Asia. Ask if students know another country that is in both Europe and Asia (*Turkey*).

#### Answers

- 1 Belgium, Czech Republic, France, Germany, Greece, Hungary, Italy, Poland, Russia (also in Asia), Scotland, Slovakia, Spain, Switzerland, Ukraine, Wales  
2 Argentina, Brazil, Colombia, Ecuador, Peru  
3 Mexico  
4 China, India, Japan, Russia (also in Europe)  
5 Egypt, South Africa

### 3b 46

- When checking answers, ask students to repeat the countries and nationalities. Point out that in some of the pairs, the stress falls on a different syllable, e.g. Ecuadorian.

#### Answers

Argentina – Argentinian, Belgium – Belgian, Brazil – Brazilian, Colombia – Colombian, China – Chinese, Czech Republic – Czech, Ecuador – Ecuadorian, Egypt – Egyptian, France – French, Germany – German, Greece – Greek, Hungary – Hungarian, India – Indian, Italy – Italian, Japan – Japanese, Mexico – Mexican, Peru – Peruvian, Poland – Polish, Russia – Russian, Scotland – Scottish, Slovakia – Slovak, South Africa – South African, Spain – Spanish, Switzerland – Swiss, Ukraine – Ukrainian, Wales – Welsh

### Language notes

For nationalities ending -ese, the stress is on the final syllable, e.g. *Chinese*.

For nationalities ending -ian, the stress is on the syllable before -ian, e.g. *Italian, Ukrainian*. This is true for *Egyptian* too, although the pronunciation of the ending is different: /ɪ'dʒɪp(jə)n/.

### Culture notes

England, Scotland, Wales and Northern Ireland make up the country of the United Kingdom.

Great Britain, or Britain, is the large island where England, Scotland and Wales are located. Ireland is the island to the west of Great Britain. The part that isn't Northern Ireland is a different country: the Republic of Ireland.

### 4 SPEAKING

- Before students do the task, go through an example of each category as a class. Write the following on the board: *It's a tourist attraction in ...; It's the capital city of ...; He's/She's a/an ... person.; It's a/an ... food.* Then say the following, and elicit answers: *Edinburgh Castle (It's a tourist attraction in Scotland.), Paris (It's the capital city of France.), Rafael Nadal (He's a Spanish person.), pizza (It's an Italian food!)*. Tell students to use the sentences on the board to help them do the task.

### Mixed ability

If you have less confident students, write some of the following ideas on the board to help them to create sentences, rather than thinking of their own. They could write sentences in pairs rather than speaking in groups:

**Capital cities:** Buenos Aires, Beijing, Warsaw (Argentina, China, Poland)

**People:** Lionel Messi, Shakira, Maria Sharapova (Argentinian, Colombian, Russian)

**Food:** curry, enchiladas, tapas (Indian, Mexican, Spanish)

### 5 47

- Point out that an *excursion* usually happens in one day, whereas a *trip* is more general and can be any length of time.
- After checking answers, ask students which of the facts they find the most interesting or surprising.

#### Answers

- 1 trip/an excursion 2 passport 3 passengers 4 flight  
5 luggage 6 souvenir 7 package holidays

### 6 Answers

- 1 luggage 2 tour guide 3 souvenirs

### Use it ... don't lose it!

### 7 SPEAKING

- After students do the task, ask some of the pairs to ask and answer the questions for the class.

## Reading p53

### Predicting content, reading for gist and detail

#### Warmer

Books closed. Tell students they're going to read a text about going into space. Ask them to think about whether they would like to go into space one day or not. In pairs, tell them to think of arguments for and against going into space.

Ask students to share their ideas with the class and find out how many would like to go into space.

#### 1 SPEAKING

- If you didn't do the Warmer, before students do the task, find out how many would like to go into space one day.
  - When checking ideas, write some of the students' predictions on the board to check in exercise 2.
- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will be able to read again for more detail in the next exercise.

#### 3 48

- If you have a confident class, tell students to write a full sentence for each answer.

#### Answers

- 1 Space tourists travel to the International Space Station (ISS).
- 2 Because Richard's eyesight was bad - he couldn't see well (without) glasses.
- 3 Richard's ticket was \$30 million.
- 4 Michael Fincke is American and Yuri Lonchakov is Russian./They were American and Russian.
- 5 Because there were lots of experiments to do.
- 6 He gives talks about his trip.

- 4 When checking answers, point out that *trip of a lifetime* means the most memorable trip of your whole life. Ask students where they would like to go for their trip of a lifetime.
- Highlight that *determined* is an adjective. We usually say *be determined to + infinitive verb/verb phrase*. Ask students to think of something they are determined to do during their life and tell their partner.

#### Answers

- 1 lifetime 2 experiment 3 foreign 4 eyesight 5 gravity
- 6 determined 7 successful

#### + Extra activity

Write the following sentences on the board:

- 1 *The first ever space tourist was American* \_\_\_\_\_ . (2 words)
- 2 *Anousheh Ansari was the first ever* \_\_\_\_\_ . (3 words)
- 3 *Richard worked in* \_\_\_\_\_ . *He was very successful.* (2 words)
- 4 *Richard, Michael and Yuri were in space for* \_\_\_\_\_ . (3 words)
- 5 *In space, they did an experiment for a Japanese* \_\_\_\_\_ . (2 words)

Ask students to read the text again and complete the sentences, using the number of words specified.

#### Answers

- 1 Dennis Tito 2 female space tourist 3 video games
- 4 12 fantastic days 5 watch company

#### 5 Critical thinkers

- If you did the Warmer, ask if any students have changed their minds about whether they would like to go into space. If so, ask them to explain why.

#### Possible answer

In my opinion, space tourism is a bad idea. When a spacecraft goes into space, it's very bad for the planet. I think it's important to know about space and do experiments there, but going on holiday isn't a good reason to go into space. It's also very expensive. I think it's better to go on holiday on Earth and spend money in local economies, or to give it to charity.



#### Flipped classroom

You may want to ask students to watch the Flipped classroom video for unit 4 as homework, in preparation for the grammar lesson.



# 4 ON THE MOVE

## Grammar in context 1 p54

### Using the past simple of *to be*;

### *There was/There were*; the past simple of *can*

#### Warmer

Books closed. Choose a confident student and ask: *Where are you today?* Elicit: *I'm at school.* Then ask: *Where were you yesterday?* Elicit or teach: *I was ...* and write it on the board.

Ask more students, using different past time expressions, e.g. *Where were you on Sunday? Where were you on Saturday? Where were you last night?*

- 1 If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the reading on page 53.
- Highlight that the full negative forms are *was not* and *were not*, but we usually use the contracted forms *wasn't* and *weren't*. You could also point out that we form negatives and questions in the same way as the present simple: by adding *n't* to the verb for negatives and putting the verb before the subject for questions.

#### Answers

1 was 2 were 3 wasn't 4 Were 5 was 6 weren't

- 2 After checking answers, ask students if we know when each situation happened (*We know when 1, 3 and 5 happened.*). Explain that we often (but not always) use a past time expression with the past simple.

#### Answers

1 was, wasn't 2 weren't, were 3 were, weren't  
4 Were, were 5 wasn't, was 6 Were, wasn't

- 3 Ask students to compare answers by reading the dialogue aloud in pairs.

#### Answers

a were b weren't c wasn't d was e was f were g was  
h Was i was j were

- 4 Before students do the task, ask for some examples of sentences starting with *There is/There are* and write them on the board. Say *What's the past form?* (*There stays the same and we replace *is/are* with *was/were*.*)
- Highlight the pronunciation of *There were* /ðeə(r) wɜ:(r)/. Point out that the two vowel sounds are different.

#### 5 Answers

2 Were there package holidays in the 1960s?  
3 There was an excursion to the city's ancient ruins yesterday.  
4 There weren't flights to the island last week.  
5 Was there a stadium in your town in the past?

### Fast finishers >>

Ask students to write more affirmative and negative sentences and questions for each prompt, using the forms that they haven't already used, e.g. affirmative and question for 1, affirmative and negative for 2, etc.

- 6 Tell students that they're going to read a list of the world's top ten tourist attractions from 2019. Tell them to cover the text and guess some of the attractions in pairs. Then tell them to check the list and ask some of the pairs if they guessed any of the attractions.
- After checking answers, ask students which attraction in the list they would most like to visit, and why.

#### Answers

a was b weren't c were d were e was f wasn't g were  
h were i was j was

- 7 When checking answers, explain that we often use plural verbs with nouns, like *family*, which refer to a group of people.

#### Answers

1 Where were you in 2019? 2 Where were your parents yesterday? 3 Where were you at 10 pm last night?  
4 Where was/were your family last August?

### Language notes

In British English, singular or plural verb forms can be used for nouns which refer to a group of people, such as *family*, *class*, *group*, *audience*, *team* (including team names, e.g. *Liverpool*, *Brazil*):

*The class was very noisy yesterday. Liverpool were amazing on Saturday!*

Singular forms are used when the noun is considered a group and plural forms are used when they are seen as individuals. The plural verb form for groups of people is more common in the UK, whereas the singular verb form is more common in the US.

### Use it ... don't lose it!

#### 8 SPEAKING

- Before students do the task, write: *where were* on the board, and highlight the pronunciation /weə(r) wɜ:(r)/. Point out that it rhymes with *there were*. Ask the class to repeat the two words.
- After students do the task, nominate a few students to tell the class about their partner's answers.
- 9 Before students do the task, draw a stick person riding a bike on the board, and say: *I can ride a bike*. Then draw a child riding a bike, and write: *When I was five years old ...* elicit or teach: *I could ride a bike*.
- Model the pronunciation of *could* /kʊd/. Point out that the *l* is silent.

#### Answers

1 the infinitive 2 *could* goes before the subject.

- 10 Before students read the text, ask them to look at the picture and guess when and where the first package holiday was.
- After checking answers, with more confident classes, ask questions about the text to practise *could*: *Could people travel by train in 1841? (Yes, they could.) How far could they travel on the first package holiday? (They could travel 12 miles.) Could they book online? (No, they couldn't.) Could people travel round the world by boat in 1872? (Yes, they could.) What transport couldn't they go by? (They couldn't go by plane.)*

Answers

a could b couldn't c could d could e could f couldn't  
g could h couldn't

Use it ... don't lose it!

11 SPEAKING

- Before students do the task, draw their attention to the example dialogue. Point out that if the student asking the question could do the activity at the same age or younger, they should respond with *Yes, I could*.
- After students finish, ask some confident pairs to ask and answer about the different activities for the class. Ask the rest of the class to summarise each mini-dialogue, for example: *Oliver could swim when he was four. Elisa could swim when she was five.*



Homework

Workbook page 40

Vocabulary p55

Using a range of lexis to talk about transport

Warmer

Books closed. Ask students to come up to the board, one at a time, and draw a type of transport on the board. They don't need the words at this stage. Continue until they can't think of any more. Then point to each picture in turn, and elicit or teach the word.

Ask questions to elicit the different transport words, e.g. *Which is very quick/very slow/very expensive/very exciting/not exciting?* Encourage students to give reasons for their answers.

1



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- Ask students what they know about Copenhagen, the capital of Denmark. Tell them that it's famous for having an excellent transport system.
- After checking answers, ask questions to help students understand the difference between some of the types of transport: *Which goes very fast, a motorbike or a moped? (motorbike) Which is very big, a ship or a boat? (ship) Which is very comfortable, a bus or a coach? (coach)*

Answers

a plane b train c underground d ship e bus/coach f boat  
g bike h scooter



Culture notes

Copenhagen is the largest city in Denmark. It is considered the world's best city for cyclists, due to its network of cycle lanes, including specially built cycle bridges, large number of places to park bikes and bike-friendly local politicians. Over 60% of journeys in Copenhagen are made by bike.

- 2 Before students do the task, explain that *rail* means a *metal bar on which trains travel*, and people sometimes say *by rail* instead of *by train*.

Answers

**Air:** helicopter, plane, spaceship

**Rail:** train, tram, underground

**Road:** bike, bus, car, coach, lorry, moped, motorbike, scooter, taxi, van

**Sea:** boat, ship

Language notes

We use *go/travel + by* for most forms of transport, e.g. *I go to school by bike. I love travelling by plane.* But we say *go/travel on the underground and on foot.*

For public transport, we can also say *take/get/catch + the train/bus/coach/tram/underground.* We can say *take/get a taxi*, but not *catch a taxi*.

Use it ... don't lose it!

3 SPEAKING

- Before students do the task, ask them which types of transport people use in their town or city. Write more questions on the board to help them continue their conversations: *Do you like travelling by ...? Do you sometimes travel by ...?*

Fast finishers

Tell students to write some sentences about transport options in their town or city, using the text about Copenhagen as a guide.



Homework

Workbook page 41

# 4 ON THE MOVE

## GREAT LEARNERS GREAT THINKERS p56

### Thinking about how travel can help people value diversity

#### Warmer

Books closed. Revise types of transport. Write: \_\_\_\_\_ go/goes to \_\_\_\_\_ by \_\_\_\_\_ on the board. Give an example, e.g. *I go to the supermarket by car, My cousin goes to work by bike.* Ask different students to give more true examples.

After about ten students have given an example, select one of the students and ask: *Where does (Fran) go? How?* Put students in pairs and ask them to remember what their classmates said.

Finish by asking the original students to say their sentences again.

**2a** Write: *A different kind of journey* on the board. Write some of the students' predictions for the video on the board to check in exercise 2b.

#### 2b VIDEO

- Ask students what is different about Tim's journey (*They walk all day, the family take their homes with them on the journey and they travel with animals*).

#### Possible answer

It's about a journey with a family across Mongolia from their winter home to their summer home. They take their homes (gers) and their animals with them.

#### 3 VIDEO

- Pre-teach *Kazakh* (a person from Kazakhstan), *head off* (leave), *ger* (a round tent to live in), *pretty* (an informal quantifier used with adjectives, it makes the adjective stronger).
- After checking answers, ask students what they found most surprising or interesting in the video. Ask if they would like to live like the Kazakhs or travel with them like Tim.

#### Answers

1 is a photographer 2 summer 3 five, 1,000 4 tents  
5 with the animals 6 40 7 horses and camels 8 can eat

## GREAT THINKERS

- The *Think-Question-Explore* thinking routine encourages students to *think* about what they already know about an area; think of related *questions* they would like the answers to; and consider how they can *explore* the area further, answer those questions and learn more. (Note that this task may also be referred to as *Think-Puzzle-Explore*.)
- This task can be used in later lessons to introduce new topics. Before starting work on a new unit, reading text, listening section, etc., consider asking students to think about what they already know about an area and what questions they would like the answers to. At the end of the lesson/unit, they can then see which of their questions have been answered and discuss how they could find the answers to the questions which haven't.

- Students work individually at first and can then share their ideas in small groups or as a class.
- Pre-teach *diversity* (including people, things, etc. from lots of different places), *customs* (things which are traditional in a particular culture) and *tolerant* (open to different types of people, ideas, etc.).
- 6 SPEAKING **
  - Write on the board: *When you ..., you ....* Elicit ideas about one of the activities, e.g. *When you watch a film about another community, you hear how they speak, you see what their homes/clothes look like, you see what everyday problems people have.* Encourage students to think about which activity is most helpful.

## GREAT LEARNERS SEL

- Students could think about the question in pairs or individually. Point out that our world is becoming more diverse, as people move around more, and communities become more mixed. If we value diversity, our communities will be happier and more united.

## LEARNER PROFILE

- Ask students to read the statement and the question in the Learner Profile on page 150, then grade themselves from 1 to 5. Explain that here 1 means 'I am not open-minded and positive towards others', and 5 means 'I am very open minded and positive towards others'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for becoming more open-minded and positive towards other individuals and communities. Alternatively, ask students individually to think of ways to become more open-minded.

## Listening p58

### Listening for gist and specific information

#### Warmer

Books closed. Write the following on the board:  
*in Paris, my best friend, four days, quite cold,  
the best thing – climbing the Eiffel Tower*

Tell students that these are the answers to questions about a holiday that you had. Tell students to try and write the questions in pairs, using *was/were*. Elicit the answers, then ask students to think of a holiday they had, and ask each other the questions.

#### Answers

Where were you? Who were you with? How long were you there (for)?  
How was the weather?/What was the weather like? What was the best thing?

#### 1 SPEAKING

- Before students do the task, ask them if they recognise the TV studio in the photo, which is the setting of the show (*The Big Bang Theory*®) and what they know about the show.

#### Culture notes

*The Big Bang Theory* is an American TV series which ran for 12 seasons from 2007 to 2018. The main characters are two physicists, Sheldon and Leonard, who live together and their two friends, Raj and Howard. Life changes for them when Penny becomes Sheldon and Leonard's neighbour. The sitcom is set in Pasadena, California.

#### 3 50

- **Exam tip** To answer the question in the Exam tip box: You should read the statements before you listen. The statements tell you what you need to listen for.
- Remind students that the words in the statements are not always exactly the same as those in the recording. The same ideas are often expressed in a different way in the statements and the recording. Students should listen for words and expressions with similar or the same meanings.
- After checking answers, ask students to work in pairs and say why each of the false statements was false. Play the recording one more time to check if necessary.

#### Answers

- 1 False – *My family and I went to the US ...*
- 2 True – ... *I think our trip to the Warner Brothers studio was my favourite thing*
- 3 False – We saw some well-known actors, too.
- 4 False – My brother sat in Sheldon's place on the sofa ...
- 5 False – I visited Elstree Film Studios. It's the film studio where they made famous films like *Star Wars* ...
- 6 True – *I spent a week at the studio making a short film with some other people.*
- 7 True – *Did you stay at the camp? ... No, I didn't. I stayed at home.*
- 8 False – *My family came to watch the film on the big screen on the last day of the course.*

#### 4 Critical thinkers

- If you feel your students need more support, write these prompts on the board:  
*We can learn about ...*  
*I think that because ...*  
*By travelling to different places, it's possible to learn ...*



#### Homework

Workbook page 41

## Grammar in context 2 p58

### Using the past simple: affirmative, negative and questions

#### Warmer

Books closed. Ask the class: *What did you do last weekend?* Elicit some ideas from students and write some of them on the board. Write correct past simple forms, even if the students don't use them, for example:

Student: *I play video games.*

You write: *I played video games.*

Try to elicit a variety of regular and irregular verbs.

Then ask: *What didn't you do last weekend?* Give students an example of a negative past simple, e.g. *I didn't go to work.* Then elicit their ideas and write some correct sentences on the board.

- 1a** Point out that the sentences are based on sentences from the listening in the previous section.

- Tell students that we form the past simple in this way for all regular verbs. Point out that *be* and *can* are formed differently to other verbs.

#### Answers

1 regular 2 before 3 the infinitive form 4 don't repeat

- 1b** Tell students that many common verbs are irregular, and they need to learn them. But, there is only one irregular form for all subjects.

- Point out that most irregular past simple forms are usually quite similar to the infinitive. *Went* is the only one that starts with a different letter (apart from *was/were*).

#### Answers

1 fly (I) 2 walk (R) 3 try (R) 4 see (I) 5 stop (R), get (I), go (I)  
6 love (R) 7 want (R) 8 sit (I) 9 spend (I), have (I) 10 make (I)

- 1c** Point out that students already know some of these patterns from other spelling rules, e.g. we change *y* to *i* in the third person singular of the present simple; we double the final consonant in *-ing* forms when the verb ends in a vowel + consonant.

#### Answers

1 b 2 d 3 a 4 c

# 4 ON THE MOVE

## 2a PRONUNCIATION

- Before students do the task, elicit the infinitive for each verb in the table (*love, walk, chat*) and say them, before playing the recording for students to compare.

### Answer

chatted

## 2c PRONUNCIATION

- Before playing the recording, tell students to say the infinitive and past simple form of each verb together, and make sure that only the past simple forms in the /ɪd/ column have an extra syllable.

### Answers

/d/: played, showed, tried

/t/: finished, stopped, watched

/ɪd/: hated, needed, started

## Language notes

If a verb ends in a vowel sound or a voiced consonant sound (/b/, /g/, /l/, /m/, /n/, /ð/, /v/ or /z/), the pronunciation of the past simple -ed ending is /d/. If you touch your throat, you can feel vibration.

If a verb ends in an voiceless consonant sound (/f/, /p/, /k/, /s/, /ʃ/ or /tʃ/), the pronunciation of the past simple -ed ending is /t/. If you touch your throat, there is no vibration.

If a verb ends in the sounds /t/ or /d/, the pronunciation of the past simple -ed ending is /ɪd/. You need to add an extra vowel sound in order to pronounce the ending.

## Mixed ability

If you have a confident class, go through the Language notes above and ask students to try to write the verbs in the correct column before they hear the recording. Encourage them to say the verbs aloud and try to work out instinctively which ending sounds the best.

- 3 When checking answers, make sure that students pronounce the regular past simple endings correctly.
- After students do the task, ask them, in pairs, to cover the text and use the verbs in the box to retell as much of the story as they can remember.

### Answers

a went b read c learnt/learned d walked e found  
f practised g understood h wanted i climbed j loved  
k bought

- 4 Before students do the task, elicit/teach the past simple form of *read* (*read*) and *catch* (*caught*). Point out that the past simple form *read* /red/ has a different pronunciation but the same spelling as the infinitive *read* /ri:d/. Alternatively, tell students to check the irregular verbs list on page 167. Point out that most (although not all) common irregular verbs only have one syllable, so it's particularly important to check if one-syllable verbs are irregular.

### Answers

- 2 It was a very sad film, but I didn't cry.
- 3 We didn't chat online last night – we talked on the phone.
- 4 They booked a package holiday, but they didn't go on the excursions.
- 5 I didn't arrive in time for the one o'clock boat trip, so I waited for the next one.
- 6 You read the book, but you didn't do the correct exercise.
- 7 Luke caught the bus – he didn't travel on the underground.

- 5 Check understanding of *delicious* (something that tastes very good).

### Answers

- 1 went 2 Did, fly 3 didn't see 4 travelled 5 didn't do  
6 ate 7 arrived 8 Did, catch

- 6 After checking answers, elicit more time expressions that students can combine with *this* (e.g. *this afternoon, this evening, this weekend*), *last* (e.g. *last month, last weekend*), *yesterday* (e.g. *yesterday morning, yesterday evening*) and *ago* (e.g. *two weeks ago, a month ago*).

### Answers

last night, yesterday afternoon, the day before yesterday, last week, last year, two years ago

- 7a With less confident classes, elicit or teach some verbs and other words that students could use for their stories, e.g. *book a holiday/flight, go on holiday, fly, arrive, take a photo, go sightseeing*.
- With more confident classes, encourage them to look back through the unit and use some of the new vocabulary in their stories.

## 7b SPEAKING

- Encourage students to point out if they think their partner has used any verbs incorrectly, and to correct their stories.

## 8 Answers

- 1 Where did you go on your last holiday? 2 Did you go on an excursion? 3 Did you buy your friends a souvenir?/Did your friends buy you a souvenir? 4 Did you travel by plane last year? 5 Did you go sightseeing with your family?/Did your family go sightseeing with you?

## Use it ... don't lose it!

## 9 SPEAKING

- Ask different students to read each question in exercise 8 and ask the class if it is correct. Then demonstrate the activity with a student by answering for yourself and giving extra information, e.g. *I went to the south of Italy on my last holiday. I went last year in October. I went with two friends and we stayed in a small city called Lecce.*

## Developing speaking p60

### Talking about holidays

#### Warmer

Books closed. Draw three rows on the board, with +, - and ? at the start of each row (see below). Explain that these mean *affirmative*, *negative* and *question*. Write a verb in one of the rows, e.g. *buy* in the + row, and tell students to give you a past simple affirmative sentence using *buy*, e.g. *I bought a new bike*.

Write the verbs in the rows as below (or use your own verbs) and ask students to write an affirmative or negative sentence or question for each verb that you write. Give students around 30 seconds before writing each new verb. Students can work alone or in pairs. Finish by eliciting an example sentence or question for each verb and asking the class if they are correct.

+	buy	travel	read
-	play	see	stop
?	eat	watch	can

#### Culture exchange

1 Before students do the task, ask them to look at the photos and predict which country they show (*New Zealand*). Don't ask them to describe the photos yet, as they will do that in exercise 3.

#### 2 54

After checking answers, ask different students which activity mentioned in the text they would most like to do, and why.

#### Answers

a 4 million b 134 metres c 450-metre d 25 cm e five

#### 3 SPEAKING

Tell students that describing photos is a popular exam task. Write some expressions on the board to help students, e.g. *I can see \_\_\_\_\_, They're \_\_\_\_\_ -ing, There is/There are \_\_\_\_\_, It looks like \_\_\_\_\_*. Point out that they can use *look like* to compare something to another thing, when they aren't sure exactly what it is.

Choose four pairs to describe each photo for the class.

#### 4 55

#### Answers

1 b 2 a 3 c 4 d

#### 5 55

With more confident classes, ask students to make notes on what they remember about each topic before they listen again.

Pause the audio after each answer to give students time to write their answers.

#### Answers

who he went with: mum, dad, big sister

how he went: flew - London to Auckland - 23 hours 50 minutes

where he stayed: with aunt and uncle on the North Island

what he saw and did: visited museums, went surfing, saw whales, went shopping bought souvenirs, learnt about the Maori, took photos

what he ate: seafood, *hangi* (meat and vegetables cooked underground)

what he bought: souvenirs, (Whittaker's) chocolate

6 After checking answers, ask for more examples that could go in each set of brackets.

#### Answers

a to b by c with d at e to

### Practice makes perfect

#### 7a SPEAKING

-  **Exam tip** To answer the question in the Exam tip box: Before doing a speaking exam where you have to talk about past events, check that you know as many regular and irregular past forms as possible. Learn and use words or expressions of time (e.g. *yesterday*, *then*, *two weeks ago*) to explain when things happened.
- Students can use filler expressions, like *Well, ...* and *Let me think, ...* if they need time to think about what to say when they are asked a question.
- Tell students to take turns asking and answering the questions about their holidays.
- Tell students they should try to remember as much information as possible about their partner's holidays, as they will need to tell the class about it. Make sure students swap roles in plenty of time for the second student to talk about his/her holiday.

#### Mixed ability

With less confident students, write some or all of the following questions on the board:

*Where did you go on holiday?*

*Who did you go with?*

*How did you travel?*

*How long did the journey take?*

*Where did you stay?*

*What things did you see?*

*What activities did you do?*

*What food did you eat?*

*What did you buy?*

With more confident students, tell them to prepare their ideas but not to write any notes.

#### 7b SPEAKING

- Ask for volunteers to talk about their partner's holidays. Make sure the class listens by asking comprehension questions after each student's turn.

# 4 ON THE MOVE

## Developing writing p61

### Writing a travel blog

#### Warmer

Books closed. Tell students to think of somewhere in the world that they would love to visit. Write the following prompts on the board and ask them to imagine a trip there and make notes.

*activities food journey accommodation souvenirs*

Tell students to compare their ideas in pairs, then ask some of the pairs to feed back to the class.

#### 1 SPEAKING

- After students do the task, ask different pairs to tell the class which things they think are most and least important, and explain why.
- 2 Pre-teach any words you think students may have problems with (not including the underlined words), e.g. *narrow* (small in width), *exotic* (interesting or exciting because it's from a very distant country), *earrings* (small pieces of jewellery that you wear on your ears), *national park* (an area of beautiful countryside that is protected from development).
- After students do the task, if possible, show them a map of Ecuador and ask them to find the places mentioned in the blog. Ask if any students have been to Ecuador; if so, ask them to tell the class about their trip.

#### Answer

Malia writes about all the points in 1 except relaxing and the weather.

#### Culture notes

Ecuador is one of the smallest countries in South America: it is about 30 times smaller than Brazil. It is famous for its wildlife and has the most biodiversity per square kilometre of any country in the world. Ecuador's Galapagos Islands are one of the world's best places to watch sea life up close, including turtles, sea lions, penguins and other unusual seabirds. The islands were uninhabited for so long that the birds and animals are less afraid of people than in other places.

- 3 Explain that we don't use *very* with extreme adjectives because they already have a very strong meaning. Point out that using extreme adjectives make a piece of writing feel more exciting and interesting.

#### Answers

2 exhausted 3 spectacular 4 awful 5 amazing, incredible  
6 freezing 7 huge 8 tiny

#### + Extra activity

Write the following question on the board:

A: Was your food nice? B: Yes, it was \_\_\_\_\_!

Elicit the extreme adjective *delicious* and explain that we often use extreme adjectives to answer questions like this to avoid repetition, when we have a strong positive or negative opinion about something.

Tell students to work in pairs, taking turns to invent similar questions using the non-extreme adjectives in the Writing

bank, and answering them using extreme adjectives. They can either answer *Yes* or *No*, depending on which extreme adjective they want to use.

If you have a more confident class, pre-teach some more extreme adjectives that students can use, e.g. *disgusting* (the opposite of *delicious*), *boiling* (the opposite of *freezing*), *horrible* (the opposite of *beautiful*).

#### 4 Answers

exhausted = the family  
spectacular = the views in Cayambe Coca national park  
awful = the long flight  
amazing = waterfalls  
incredible = being close to nature  
freezing = the water in the Pichan river  
huge = the market in Otavalo  
tiny = the guitar that Tom bought

#### Practice makes perfect

- 5a Before students do the task, ask them to look at Malia's blog again. Write the following questions on the board, or ask them:

*Do people write blogs for one person, or for lots of people to read? (lots of people)*

*Do people write in the blog at different times, or just once? (different times)*

*What do people write about in blogs? (anything they like, but people usually write about something they're interested in, for example, travel, music, TV)*

*Do they include their opinions? (yes)*

Students discuss the questions in pairs or as a class.

- Remind students that they can write their blog about anywhere they like. They can use the ideas that they thought of in the Warmer, or they could write about a holiday that they went on.
- 5b After students check their blogs, you could ask them to swap with a partner, read each other's blogs and say which day they think was most interesting and why.

## Test yourself p63

### Grammar test

- 1** **Answers**  
1 was, wasn't, was 2 couldn't 3 could 4 were, weren't
- 2** **Answers**  
1 walked 2 Did, watch 3 chatted 4 didn't need 5 decided  
6 tried
- 3** **Answers**  
1 We ate lots of fruit.  
2 Did she understand me?  
3 They bought souvenirs here.  
4 She saw her best friend every weekend.  
5 She spoke English very well.  
6 Mum didn't go to the gym very often.

### Vocabulary test

- 1** **Answers**  
1 Polish 2 Egyptian 3 Greece 4 Wales 5 Scottish  
6 Switzerland 7 Chinese 8 Slovakia
- 2** **Answers**  
1 souvenir 2 going sightseeing 3 booked, travel agency  
4 go on a trip 5 luggage 6 package holiday
- 3** **Answers**  
1 lorry 2 tram 3 helicopter 4 moped 5 underground  
6 coach

### Grammar savvy

- See Grammar savvy, Workbook page 123, for extra practice and revision of the key language from the two *Grammar in context* pages in the unit.

### STEAM

- Direct students to the STEAM section, Workbook pages 112–119, where they are shown how to solve cross-curricular challenges.

## Listening

1  ES2

### Answers

- b Guildford – *our climbing weekend is at the Get Fit Sports Centre in Guildford. That's G-U-I-L-D-F-O-R-D.*
- c T-shirts – *Please remember to bring comfortable clothing for climbing in, like T-shirts and shorts.*
- d 53 – *The cost of the trip is a bit more this year. It's £53 instead of £49.*
- e coach – *... this year we want to go by coach because there isn't a station near the sports centre.*
- f 68971 – *... please remember to call Mrs Yates and let her know. Her number is 02235 68971. Again, that's 02235 68971.*

## Speaking

2  SPEAKING

- Before students do the task, point out that they need to give their opinions on the different activities. Elicit or teach some expressions that they can use to give their opinion, and to respond to each other's opinions, e.g. *I love ..., I (really) like ..., I'm (really) into ..., I don't mind ..., I don't (really) like ...*  
*What do you think? Do you agree? Really? That's interesting. Me, too. I agree. I disagree.*
- Point out that they should use *-ing* forms after the expressions of like and dislike, for example: *I love camping. I don't mind taking photos.*
- Ask students: *After you discuss each activity, what do you need to do? (say which activity in the pictures you like most).*
- If necessary, give students time to think about the vocabulary they need for the different pictures before they begin the task.
- If you wish, go to page 153 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 102, 110 and 111, for more information and practice on this Key for Schools task.

## Tourist attractions in your country

1  SPEAKING

- Students work in groups of 3–4. If possible, make sure these groups are different to the ones students worked in during the previous Collaborative project. If you have students of different nationalities in your class, consider grouping them together to make the final Project time presentations as varied and interesting as possible.
- Tell students to think of typical tourist destinations, such as cities, small towns and villages and national parks, but also places they think are interesting but don't receive many tourists.

2  SPEAKING

- Students continue to work in their groups from exercise 1.
- If you selected one project type (A–D) for the whole class to work on in Collaborative project 1, choose a different type here. If groups chose their own project type, encourage them to discuss their experience with their new group briefly, and try a new type, as far as possible.
- Make sure that the groups don't all choose the same places, so that the Project time presentation stage will be more interesting.
- Point out that images are very important for this topic in order to make the places seem attractive to international tourists.

3 Ask individuals to read the tips aloud and discuss them with the class.

- In the *Collaboration* section, point out that if students have any disagreements, it's best to voice these as early as possible in the planning stage.
- In the *Academic skills* section, ask students which websites they used to research information for Collaborative project 1 and if any of those would be useful for this project.

4  SPEAKING

- Direct students to the Project planner page, Workbook page 131, to record their notes and help them prepare for the project.
- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/ in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5 Direct students to the Collaborative project evaluation guide in the Workbook, page 135, to help them evaluate their own and other groups' projects.

## Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries and encourage students to present their projects to each other.

## Listening

5  EST

### Answers

- 1 **A** incorrect – the girl says *There's a ... lovely chest of drawers*  
**B correct** – the girl says *there isn't a mirror.*  
**C** incorrect – the girl says *There's a new bed*
- 2 **A** incorrect – the girl asks *Do you play the guitar, Daniel?*; the boy responds *Sometimes*  
**B** incorrect – the boy says *I'm usually at dance class all day on Saturdays.*  
**C correct** – the girl says *You go out with your dad to take photos, don't you?*; the boy corrects her: *That's my brother*
- 3 **A correct** – the girl says *while I cook.*  
**B** incorrect – the girl says *My sister usually lays the table*  
**C** incorrect – the girl says *And my dad washes the dishes.*
- 4 **A** incorrect – the girl says *I want to go swimming* and the man responds *This is the gym, but there isn't a pool here.*  
**B** incorrect – the man says *the sports centre ... [is] next to the stadium.*  
**C correct** – the girl says *I want to go swimming* and the man responds *You can find a pool at the sports centre.*
- 5 **A** incorrect – the boy says *I love my history class.*  
**B correct** – the boy says *I don't like physics very much.*  
**C** incorrect – the boy says *Drama is fun too*

## Writing

- 6 Before students do the task, ask them to confirm all the information that they need to include in their emails (*the film they want to see, which cinema and where and when to meet*), and how many words they need to write (*25 or more*). Remind them that they may lose marks if they don't write enough words.

## Reading

4

### Possible answers

Slow travel means spending time away from 'touristy' areas, connecting with local people, experiencing the culture and eating at local restaurants and trying local dishes.

5

### Answers

- 1 **C** – *In ... 'fast travel', tourists ... visit as many places as possible*  
 2 **B** – *... slow travellers try to plan their trips away from typical 'tourist traps'*  
 3 **A** – *In fact, this is where the slow travel moment came from – i.e. it came from the slow food movement*  
 4 **A** – *there were plans to open a fast-food restaurant near a famous monument in Rome ... A group of local people ... decided to defend regional and traditional food*  
 5 **B** – *there aren't too many visitors*

## Writing

- 6 Before students do the task, ask them to work in pairs and make a list of useful vocabulary that they can use in their stories. As well as nouns for things they can see, tell them to think about the verbs they will need, and adjectives that they can include to make their stories more interesting.
- Elicit or teach some signposting words that students can use in their stories, for example: *First, Next, Then, In the end*. Write them on the board.