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6A Vocabulary

Worth a visit

LESSON SUMMARY

Vocabulary: Visitor attractions; describing visitor attractions; countries

Listening: An itinerary for a European coach trip

Speaking: Describing three places in the world you would like to visit and why

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Omit exercise 5 and set exercise 8 for homework. Exercise 9 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- On the board, write: *What's your perfect holiday?* Then briefly describe your perfect holiday, e.g. *My perfect holiday is a beach holiday in Dubrovnik in Croatia. In the mornings I go to visitor attractions or go shopping, and in the afternoons I sunbathe on the beach and read books. In the evenings I eat out in one of the city's wonderful restaurants. I go on a few tours, but I don't do anything very active.* In pairs, students discuss their favourite holiday activities.
- Ask a few students to share their ideas with the class.
- Then ask: *Who likes going sightseeing? Why / Why not?*

Culture notes

- The Eiffel Tower is in Paris, France. Completed in 1889, it wasn't very popular at first because of its unusual design. It's 324 metres high and has restaurants on the first two levels. It's the tallest structure in Paris.
- Buckingham Palace is the official London residence of the British monarch. It has 775 rooms and its own swimming pool, post office and a cinema. Garden parties are held there and in the summer, it is open to tourists.
- The Statue of Liberty off Manhattan Island in New York City, USA, represents Libertas, the Roman goddess of freedom, and was a gift from the French to the USA. It was made in France in the late nineteenth century and was transported in 300 pieces by ship. Made of copper, cast iron and steel, it is an impressive 93 metres high.

Exercise 1 page 62

- Ask if students recognize the attractions in photos A–G.
- Then ask them to see if they can match the attractions with the countries.
- Do not check answers at this point.

KEY

A 4 B 5 C 1 D 2 E 7 F 6 G 3

Exercise 2 page 62

- Check the meanings of the visitor attractions. You could ask questions to do this, e.g.
Where can you see fish? (aquarium)
Where do you see lots of plants and trees? (botanical gardens)
Which large building protected people from their enemies in the past? (castle)
This is an important church. What is it? (cathedral)
Water comes out of this and it looks pretty. What is it? (fountain)
Where can you see wild animals outside with a lot of open space around them? (national park)
- Students match the words with the photos. Do not check answers at this point.

KEY

A tower B mosque C statue D ruins
E harbour F national park G palace

Exercise 3 2.13 page 62

- Play the recording for students to check their answers.
- Check answers as a class.

Transcript

Photo A is the Eiffel Tower in France. It's number 4 on the map.
Photo B is the Blue Mosque in Turkey. It's number 5 on the map.
Photo C is the Statue of Liberty in the USA. It's number 1 on the map.

Photo D is Machu Picchu in Peru. It's number 2 on the map.

Photo E is Hong Kong harbour in China. It's number 7 on the map.

Photo F is the Maasai Mara National Reserve, a national park in Kenya. It's number 6 on the map.

Photo G is Buckingham Palace, in England. It's number 3 on the map.

Exercise 4 page 62

- In groups, students check the meanings of the words. They can use their dictionaries.
- In their groups, students then decide which adjectives best describe the visitor attractions in the photos, e.g. *I think the Statue of Liberty is impressive because it is so big.*
- Ask a few students to share their ideas with the class.

Exercise 5 page 63

- As a class, elicit visitor attractions in the students' country or another
- Students discuss some of the places in pairs. Encourage them to give reasons for their opinions.
- Ask a few students to share their ideas with the class.

Extra activity

Revise the vocabulary students have learnt so far in this lesson by writing words in the students' L1 on the board for students to translate into English.

Exercise 6 2.16 page 63

- Ask: *Would you enjoy going on a coach trip of Europe? Why / Why not?* Elicit responses, encouraging students to use adjectives from exercise 4, e.g. *I think it's boring because you're on a coach with the same people every day. I think it's a great way to see Europe. You visit a lot of historic buildings and learn about the countries' culture.*
- Tell students they are going to listen to a tour guide telling a group of tourists about their itinerary.
- Practise the pronunciation of the different countries.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

the Czech Republic, (Slovakia,) Hungary, Croatia, Italy

Transcript

Good morning, ladies and gentleman, and welcome back to your Golden Days coach tour across Europe. I hope you all enjoyed your day in Berlin yesterday. Well, today, we're going to head south across Germany and over the border into the Czech Republic. We're going to spend a day in the capital, Prague, and will visit Havel's Market. There you can buy souvenirs, paintings ... It's quite touristy, but there are lots of interesting things to see. After some more sightseeing in Prague, we're going to head south-east across Slovakia and into Hungary. There's lots to see and do in Budapest, but I recommend visiting the Liberty Statue. It's very impressive. When we leave Hungary, we'll travel south through Croatia, all the way down to Dubrovnik. The old harbour there is a very romantic place to have dinner in the evening. The next day, we're crossing to Italy by ferry. Rome is the next – and final – stop on our tour. And when we're in Rome, don't miss the wonderful and historic Trevi Fountain. Now, are there any questions? No? Well, fasten your seat belts and let's set off!

Exercise 7 2.16 page 63

- Play the recording again for students to match the tourist attractions with the countries.
- Check answers as a class. Then ask: *Do you know any of these tourist attractions? When did you see it? What did you think of it? Do you agree with the tour guide's description?*

KEY

2 The Liberty Statue: Hungary – impressive

3 The Old Harbour: Croatia – romantic

4 The Trevi Fountain: Italy – historic

Transcript

See exercise 6.

Exercise 8 page 63

- Go through the *Recycle!* box together. Elicit students' plans for the summer with *going to* and predictions about the summer with *will*.
- Students choose three places they would like to visit and adjectives to describe them. Encourage them to think of places that are not mentioned in the lesson.

Extension: Fast finishers

Ask **fast finishers** to think of two more places they would like to visit and adjectives to describe them. Students write sentences to describe their choices.

Exercise 9 page 63

- With a **weaker class**, revise the structure of questions with *going to* and the present simple.
- Students take turns to ask and answer questions about their plans. Encourage students to use ask questions with *who, when, where, why* and *what*.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe visitor attractions. I can use 'going to' and 'will' to talk about plans and predictions for my own holiday.*

6B Grammar

Present perfect

LESSON SUMMARY

Reading: Two postcards from Florence, Italy

Grammar: Present perfect; *been* versus *gone*

Speaking: Talking about what you've done on a backpacking holiday

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following on the board:
Time periods
t _ d _ y (today)
t _ is w _ k (this week)
th _ _ y _ r (this year)
s _ _ ce T _ _ s _ ay (since Tuesday)
f _ r thr _ _ m _ n _ hs (for three months)
- Ask students to complete the time periods. Then ask what they have in common. (They are periods that started in the past but are still continuing.) Make sure students understand the meaning of *for* and *since*.

Exercise 1 page 64

- Focus attention on the photo and ask students to guess the city and/or country.
- Do not check answers at this point.

Exercise 2 page 64

- Ask students to read the postcards and find the answers to the questions.
- Check answers as a class.

KEY

The city is Florence, Italy. Ella is enjoying the holiday more.

Exercise 3 page 64

- Revise the structure of the present perfect:
Positive: subject + *have / has* + past participle
Negative: subject + *have not / has not* + past participle
Questions: *Have / Has* + subject + past participle

- Ask: *When do we use 'have' and when do we use 'has'?* (We use *have* with *I, you, we* and *they*. We use *has* with *he, she* and *it*.)
- Go through the *Learn this!* box together. Then ask students to find examples of rules a–d in the postcards.
- Practise the use of *for* and *since* by writing days, dates and time phrases on the board and asking students which word can be used with them, e.g. (*since*) *yesterday, (since) Tuesday, (for) three weeks, (for) a long time, (since) last year, (for) a few years.*
- Check answers as a class. If necessary, explain the meaning of *have enough* (not want to do something any more / not want a situation to continue any more).

KEY

- a He's passed his driving test!
- b The weather hasn't been very good, so we've been to a lot of museums and art galleries. I've seen Michelangelo's *David*. I've bought you a souvenir. Have you missed me? ... we haven't done much. In fact, we've spent most of our time in museums. I've seen about five hundred paintings and I've had enough! Ella hasn't asked me what I want to do.
- c How long have we been friends?
- d We've been in Florence for three days. We've been in Florence since Monday.

Exercise 4 page 64

- Go through the *Look out!* box together and give students another example of *been* and *gone*, e.g. *I've been to Tenerife on holiday. I'd love to go again. Paula isn't here. She's gone to the doctor's.*
- Students look at examples of *been* in the postcards and decide whether they are from the verb *be* or *go*.
- Check answers as a class.

KEY

- be We've been in Florence for three days. The weather hasn't been very good ... We've been in Florence since Monday. How long have we been friends?
- go ... so we've been to a lot of museums and art galleries.

For further practice of the present perfect:

Grammar Builder 6B page 134

- 1 1 My sister hasn't finished her exams.
2 Have you played this new computer game?
3 My dog has broken its leg.
4 My parents have been to New York.
5 Have you seen my trainers?
6 My cousin has applied for a new job.
- 2 2 asked 3 taken 4 met 5 used 6 seen 7 done
8 reached 9 stopped 10 put 11 been 12 spent
- 3 1 have dropped 2 have bought 3 have been;
haven't spent 4 has stopped 5 have had
6 Have you met 7 has he had 8 have lived
- 4 1 for 2 since 3 for 4 for 5 since
- 5 1 gone 2 gone 3 been 4 gone 5 been

Exercise 5 page 64

- Ask students to read the dialogue. Then check the meaning of *backpacking* (walking or travelling with your clothes in a backpack or rucksack).
- Students complete the dialogue.
- Do not check answers at this point.

KEY

2 have you been 3 've been 4 Have you reached
5 've stopped 6 've visited 7 haven't bought
8 Have you taken 9 haven't put 10 has broken
11 's been 12 've used

Extra activity: Fast finishers

Ask **fast finishers** to write four sentences with the *visit*, *see*, *be* and *go* in the present perfect.

Exercise 6 2.17 page 64

- Play the recording for students to check their answers.
- Check answers as a class.

Transcript

Ted Hello?

Molly Hi Ted, It's Molly!

T Hi, Molly. Are you enjoying your holiday?

M Yes. Backpacking is great! I've met some really interesting people.

T How long have you been away?

M I've been away for ten days.

T Have you reached Istanbul?

M No. I'm still in Italy. We've stopped at some interesting places – Rome, Pisa ... I've visited lots of ruins but I haven't bought any souvenirs.

T Have you taken many photos?

M Hundreds. But I haven't put them on my Facebook page. Is there any news from home?

T Yes. My dad has broken his ankle. He's been in hospital since Monday. But the doctors ...

M Oh no! I've used all my credit. Bye!

Exercise 7 page 64

- Ask: *Would you like to go backpacking? Why / Why not?*
- Students work in pairs and think of three advantages and three disadvantages of backpacking, e.g. advantages: *It's a cheap form of travel. You can see a lot of places in a short time. You meet a lot of people;* disadvantages: *It's tiring. You can't take many clothes with you. This isn't the holiday for you if you enjoy luxury and glamour.*
- Students imagine they are backpackers and make notes (not whole sentences) of their answers to the questions.

Exercise 8 page 64

- Go through the instructions together and make sure students understand what they have to do.
- Students use their notes to ask and answer questions about each other's holiday. Monitor and check that students are using the present perfect correctly.
- On the board, write any mistakes you heard during the speaking activity without saying who made them.
- Correct the mistakes as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about recent events. I can use the present perfect. I can understand two postcards from Italy. I can use 'for' and 'since' and 'been' and 'gone' correctly.*

6C Listening

Check your ticket!

LESSON SUMMARY

Speaking: Describing a photo in detail

Exam topic: Emphasizing words

Listening: The story of Georgina Hepworth, who was sent to the wrong place on holiday

Speaking: An interview with Georgina Hepworth

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 10 can be done as a written activity for homework and exercise 11 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask students simple questions and then repeat their answers, but with a mistake. Encourage students to correct your mistakes, e.g. *'Where did you go on holiday last year?' 'I went to Sicily.' 'Oh! You went to Sardinia?' 'No, I went to Sicily.'*
- Ask students to describe something they did on holiday last year. Then add your own contrasting sentence stressing the differences, e.g. *'I spent two weeks in Italy with my grandparents.' 'I spent a month in France with my friends.'*

Exercise 1 page 65

- Focus attention on the photo. In pairs, students describe it in as much detail as they can.
- Ask a few students to share their description with the class.

KEY

(Possible answer)

They're on a plane. They're sitting in their seats and taking the meal from the flight attendant. She is offering them their meals. They are saying what kind of meal they want and thanking the flight attendant.

Exercise 2 2.18 page 65

- Tell students they are going to read and listen to some sentences about the photo.
- Ask students to read the sentences and then play the recording.
- Ask: *Are the sentences correct or incorrect?* (incorrect) Tell students they may need to correct more than one word in each sentence. They should underline the incorrect word.
- Do not check answers at this point.

KEY

2 No, she's handing a meal to the woman. 3 No, he's wearing a white shirt. 4 No, she's wearing a shirt.
5 No, it's on a tray. 6 No, we can see a woman in glasses behind the man in the white shirt.

Transcript

- 1 The flight attendant is wearing a blue top.
- 2 She's handing a meal to the man.
- 3 The man next to the flight attendant is wearing a white jacket.
- 4 The woman on the right is wearing a T-shirt.
- 5 The food is in a cardboard box.
- 6 We can see a woman in glasses in front of the man in the white shirt.

Exercise 3 2.19 page 65

- Tell students they are now going to hear the correct sentences. They must compare them with their own answers.
- Play the recording for students to check their answers.
- Check answers as a class.

Transcript

- 1 The flight attendant is wearing a blue top. No, she's wearing a red top.
- 2 She's handing a meal to the man. No, she's handing a meal to the woman.
- 3 The man next to the flight attendant is wearing a white jacket. No, he's wearing a white shirt.
- 4 The woman on the right is wearing a T-shirt. No, she's wearing a shirt.
- 5 The food is in a cardboard box. No, it's on a tray.
- 6 We can see a woman in glasses in front of the man in the white shirt. No, we can see a woman in glasses behind the man in the white shirt.

Exercise 4 2.20 page 65

- Play the recording for students to listen and answer the questions.
- Check answers as a class.

KEY

Lydia went to Portugal in August. She went by car.

Transcript

See Student's Book, page 65.

Exercise 5 2.20 page 65

- Go through the strategy together.
- Ask students to read the dialogue in exercise 4 again and underline the words they think need to be stressed.
- Play the recording again for students to check their answers.

KEY

Spain; Portugal; August; fly; drove

Transcript

See Student's Book, page 65.

Extra activity

- Ask students to write six sentences. Three sentences should be about everyday routines (e.g. *I get up at seven every morning.*) and three should be factual mistakes (e.g. *The moon is a square.*)
- In pairs, students take turns to read out their sentences. Their partner responds either by saying what they do as an equivalent everyday routine or by correcting the factual error, e.g.
'*I usually have toast for breakfast.*' '*I usually have cornflakes.*'
'*The Earth is the largest planet.*' '*Jupiter is the largest planet.*'

Exercise 6 2.21 page 65

- Go through the instructions together and make sure students understand what they have to do.
- Play the recording for students to choose the correct questions.
- Check answers as a class.

KEY

2 b 3 a 4 a 5 a 6 b

Transcript

See Student's Book, page 65.

Culture notes

- Grenada is a small tropical island country in the south-eastern Caribbean Sea. It has a population of approximately 109,500. The official language is English. It is also known as the Island of Spice because various spices are grown there.
- Granada is a city in Andalusia, southern Spain. It lies at the foot of the Sierra Nevada mountains and its most famous monument is the Alhambra, which was built by the Moors who ruled the city between 1238 and 1358.

Exercise 7 page 65

- Focus attention on the photos and ask students if they can guess the places. Then tell them that the photo on the left is the island of Grenada and the photo on the right is the city of Granada. Write the place names on the board.
- In pairs, students discuss which holiday they would prefer and why.

Exercise 8 2.22 page 65

- Go through the instructions together and elicit the meaning of *misunderstanding*. Ask: *Can you guess what the misunderstanding was? How do you think it happened?*
- Ask students to predict words they might hear in the recording, e.g. *hear, fly, place, journey, mistake*.
- Play the recording for students to check their predictions.

KEY

Georgina wanted to go to Granada in Spain, but the travel agent thought she said Grenada in the Caribbean.

Transcript

Georgina Hepworth finished her lunch and relaxed in her seat with a cup of tea. She was nearly two hours into the flight. She turned to the woman in the seat next to her and said, 'I'm really looking forward to my holiday in Spain.' 'Oh, when are you going to Spain, then?' asked her fellow passenger.

'Well, now, of course!' said Georgina. The woman gave her a puzzled look. 'Not on this plane, you're not,' she replied. That's when Georgina found out that her plane wasn't heading for the historic city of Granada in Spain, but for the island of Grenada, in the Caribbean. The Spanish city is 1,500 km south of London. The island, on the other hand, is 7,000 km away on the other side of the Atlantic. After her husband died earlier in the year, Georgina decided to go on holiday to Spain. She contacted a travel agent and booked the flight on the phone. When the tickets arrived in the post, she didn't notice that one letter was different in the name of the destination. 'It said "GrEnada", not "GrAnada", but I didn't look very closely,' Georgina later explained. She didn't spot the difference in spelling at the airport, either. 'I noticed that the departure time and the arrival time were very different,' she said, 'but I thought that was because of the time difference between Britain and Spain.' When she realised her mistake, two hours into the flight, Georgina spoke to the flight attendant. 'I thought the plane was going to Spain, but it's going to the Caribbean!' she said. The flight attendant was very sympathetic, allowed Georgina to sit in a first-class seat, and gave her champagne. But the plane was over the middle of the Atlantic Ocean, and heading west. There was nothing that Georgina could do but wait until the plane landed at its destination. When the plane finally arrived in the Caribbean, the airline put her in a hotel for the night and then, on the following day, flew her to Granada in Spain. The travel agent apologised to Georgina and gave her a free ticket for her next holiday. 'It was just a misunderstanding,' said Georgina. 'I don't blame anyone. The travel agent just misheard me. I'm certainly not complaining. They've given me a free holiday in Austria. Let's hope they don't send me a ticket to Australia!'

Exercise 9 2.22 page 65

- Ask students to read the sentences and see if they can remember if they are true or false.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1 F 2 T 3 F 4 T 5 F

Transcript

See exercise 8.

Extension

In pairs, students correct the false sentences, stressing the necessary words, e.g. *The woman next to Georgina wasn't the first to mention Spain. Georgina was the first to mention Spain.*

Exercise 10 page 65

- Students plan their interview using the prompts.
- They then ask and answer the questions. Monitor and check that students are forming the questions and answers correctly.

KEY

1 Where did you buy your ticket? 2 Where did you want to go? 3 When did you realise your mistake? 4 What happened on the plane? 5 Did you finally go to Granada? 6 Did you get any compensation?

Extra activity: Fast finishers

Ask **fast finishers** to think of four more questions to ask Georgina in the interview.

Exercise 11 page 65

- Students act out their interviews to the class.
- The class vote for the best interview.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use emphatic stress. I can correct mistakes and emphasize points by stressing certain words. I can get the correct information by listening to the stress on certain words.*

6D Grammar

Contrast: past simple and present perfect

LESSON SUMMARY

Listening: A story about a man's accident on a skiing trip

Grammar: Past simple and present perfect contrast; finished time phrases with the past simple

Speaking: Asking and answering questions about holidays using the present perfect and past simple

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set for homework. Exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask: *Have you ever had an accident on holiday?* Describe an accident you had, e.g. *I've had an accident on holiday. I was in a ski resort in Switzerland a few years ago when I fell and hurt my knee. But I didn't fall on the ski slopes. I fell in the bathroom!*
- Ask a few students to describe their own experiences.

Exercise 1 page 66

- Focus attention on the photo and ask students to guess what has happened.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer) *A person skiing has fallen over in the snow. He/She might hurt him/herself.*

Exercise 2 2.23 page 66

- Play the recording for students to listen and read the dialogue and answer the questions.
- Check answers as a class.

KEY

- 1 He went last year.
- 2 On the first day he fell while he was skiing and broke his leg, so he spent the rest of the holiday in hospital.

Transcript

See Student's Book, page 66.

Exercise 3 page 66

- Students find all the examples of the present perfect and past simple in the dialogue in exercise 2.
- Check answers as a class.

KEY

Present perfect Have you ever been to Bulgaria? Have you been there? No, I haven't. I've never been skiing ...

Past simple I went there last year with my family. What cities did you visit? We didn't visit any cities. We went skiing. Was it good? I fell and broke my leg on the first day, so I spent ...

Exercise 4 page 66

- Go through the *Learn this!* box together.
- Ask students to work in pairs to explain why the verbs in exercise 2 are in the present perfect or past simple.
- Check answers as a class.

KEY

The present perfect is used to ask and answer questions, and the past simple is used to give specific information.

For further practice of the past simple and present perfect contrast: Grammar Builder 6D page 134

- 6 2 correct 3 I've had this watch since March.
4 correct 5 'I've already tidied it.' 6 We ate at that restaurant last Tuesday. 7 Peter went to the shops on Friday morning. 8 correct 9 'Have you done your homework yet?'
- 7 1a have had 1b had 2a didn't buy 2b haven't bought 3a left 3b have left 4a didn't text 4b hasn't texted 5a have been 5b went
- 8 1 Have ... been 2 went 3 Did ... visit 4 didn't have 5 stayed 6 have never been 7 saw 8 Have ... seen 9 haven't been 10 Was 11 was

Exercise 5 page 66

- Remind students that we use the present perfect to describe events that happen in a period of time that has not finished. For that reason we do not use it with finished-time phrases. Then elicit more finished-time phrases, e.g. *two weeks ago, last month, yesterday morning*.
- Students choose the correct words in the sentences.
- Check answers as a class.

KEY

- 1 I travelled 2 He's read 3 Have you ever eaten
- 4 I bought 5 I've forgotten 6 She met

Extra activity: Fast finishers

- On the board, draw two columns with the headings *Finished-time phrases* and *Phrases for time periods still happening*. Tell **fast finishers** to do the same in their notebooks.
- Elicit an example for each column, e.g.
Finished time phrases: *three hours ago, last Monday*
Phrases for time periods still happening: *today, this year*
- Ask students to write as many phrases as they can.

Exercise 6 page 66

- Point out that we use the past simple to give more information about an experience, even if we do not use a finished-time phrase, e.g. 'Have you ever been to Spain?' 'Yes, I have. I went there last summer. We stayed in a lovely hotel.'
- Students complete the dialogue.
- With a **weaker class**, ask students to underline any reference to a specific time in the past, which will tell them to use the past simple.
- Check answers as a class.

KEY

- 1 Have ... been 2 visited 3 was 4 have ... been
- 5 spent 6 took 7 watched 8 Did ... visit 9 didn't see

Exercise 7 page 66

- Students write the questions.
- Check answers as a class.

KEY

- 2 Have you ever lost anything while travelling? 3 Have you ever bought anything online? 4 Have you ever eaten food from another country? 5 Have you ever downloaded music? 6 Have you ever missed a train, bus or plane? 7 Have you ever forgotten to do your homework? 8 Have you ever been abroad?

Exercise 8 page 66

- Students plan their answers, thinking of as many specific details as they can.
- In pairs, students take turns to ask and answer the questions. Monitor and check that students are using the correct tenses.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about past experiences and give specific information about them. I can use the present perfect and past simple correctly.*

6E Word Skills**Compounds****LESSON SUMMARY**

Reading: A newspaper article about a nine-year-old boy who flew unaccompanied on a plane without a ticket

Word skills: Compound nouns

Speaking: Telling the boy's story using compound nouns.

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 8 and 9 can be set for homework.

LEAD-IN 2-3 MINUTES

- On the board, write the following questions:
Did you ever run away from your parents or hide from them as a child?
How far did you get?
How long were you missing?
How did your parents react when they found you?
- Students discuss the questions in pairs.

Exercise 1 page 67

- Focus attention on the photo. Students answer the questions.

KEY

(Possible answer) The boy is at an airport. He's going through security because all passengers have to go through security.

Exercise 2 page 67

- Check the meanings and pronunciation of the people, a–e. Then ask students to guess what the article will say.
- Students read the text and answer the question.
- Check the answer as a class.

KEY

d

Extra activity

Write the following questions on the board and ask **students** to answer them:

Where did the boy fly to? (Las Vegas)

Why didn't he need to go through passport control?

(It was a domestic flight.)

What did he do the day before the flight? (He stole suitcases from the luggage carousel and left a restaurant without paying for his meal.)

Why didn't airport security notice that he was alone?

(He stayed close to another family.)

When did the police meet the boy? (when the plane landed)

Exercise 3 page 67

- Students read the text again and complete the compound nouns.
- Check answers as a class.

KEY

1 baggage 2 pass 3 cabin 4 lounge 5 flight
6 control 7 security 8 camera

Exercise 4 page 67

- Ask students to try and work out the meanings of the items in exercise 3 from the context. They then answer the questions.
- Check answers as a class.

KEY

in an airport terminal baggage carousel, check-in desk, departure lounge, passport control, security check, security camera, bag drop on a plane cabin crew, flight attendant, seat belt, hand luggage, window seat

Exercise 5 2.24 page 67

- Students listen to and repeat the compound nouns.

Transcript

See Student's Book, page 67.

Extra activity

- Ask: *What do you think of the airport security at Minneapolis airport?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 6 page 67

- Students complete the sentences with the compound nouns from exercise 3.
- Check answers as a class.

KEY

1 check-in desk 2 window seat 3 boarding pass
4 passport control 5 security check 6 hand luggage
7 departure lounge 8 flight number

Extra activity: Fast finishers

- Write the following words on the board:
announcement, arrival, building, emergency, exit, jacket, life, plane, safety, terminal, ticket, time
- Ask **fast finishers** to match them to form six more compound nouns.

KEY

arrival time, emergency exit, life jacket, plane ticket, safety announcement, terminal building

Exercise 7 page 67

- Go through the *Learn this!* box together and check the meaning of the compound nouns.
- Students find the adjective + noun compound in the article.
- Check the answer as a class.

KEY

first class

Exercise 8 2.25 page 67

- Students match the words to make the compounds.
- Play the recording for students to listen, repeat and check their answers.

KEY

double room, economy class, full board, low season, part-time

Transcript

See Student's Book, page 67.

Exercise 9 page 67

- Students complete the sentences.
- Check answers as a class.

KEY

1 single room 2 Full board 3 economy class
4 high season 5 part-time 6 online check-in

Exercise 10 page 67

- Students practise telling the boy's story.
- Ask a few students to repeat their stories to the class and count the number of compounds they have managed to include in their story.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use compound nouns related to travel. I can understand and re-tell the story of a boy who flew to Las Vegas alone and without a ticket.*

6F Reading

Holidays without parents

LESSON SUMMARY

Reading: Three different holidays without parents

Exam topic: Treating each option in a multiple choice exercise as a true or false task

Speaking: Discussing which of three holidays students prefer; discussing the advantages of a holiday without parents using the first conditional

Vocabulary: Holiday-related compound nouns

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 3 and 6. Exercise 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask:
Have you ever been on holiday without an adult? Imagine you are going on holiday with your friends and no adults. Where will you go and what will you do?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 68

- Focus attention on the photos. In pairs, students describe the photos and choose which holiday they prefer. Encourage them to use landscape and feelings vocabulary, and adjectives to describe visitor attractions.

Exercise 2 page 68

- Ask students to guess what words they expect to read in the texts, e.g. *dancing, walking, cliff, happy, excited, noisy, peaceful*.
- Students read the texts quickly and match the photos to two of them.
- Check answers as a class.

KEY

1 C 2 B

Exercise 3 page 68

- Students read the texts again and match the writers with the sentences. With a **weaker class**, ask students to underline the adjective in each sentence and elicit its meaning.
- Check answers as a class.

KEY

1 Kevin 2 Terry 3 Hilary

Exercise 4 page 69

- Go through the strategy together. Then ask students to read the questions in exercise 5 and explain why the options are not correct.
- Check answers as a class.

KEY

1 Hilary says the person rang the doorbell again and again, so she clearly heard it. 2 Kevin hitch-hiked to Cornwall in the south-west of England and then he walked. 3 Kevin says that some strangers were dangerous, not that negotiating with strangers is dangerous. 4 Terry fell asleep with sunglasses on and no sun cream, so he got circles round his eyes. 5 Terry says, 'I didn't want to wait for a bus back to our hotel.'

Exercise 5 page 69

- Students read the text again and answer the questions.
- Check answers as a class.

KEY

1 c 2 d 3 c 4 b 5 c

Extension: Fast finishers

- Write the following questions about the text on the board:
Where was Hilary's penfriend from? (North Germany)
Where did Hilary hide? (under the table)
What was the weather like on Kevin's holiday? (fantastic)
Where did he write his thoughts? (in a notebook)
Why did Terry get so sunburnt? (He fell asleep on the beach without sun cream.)
Where did Terry and his friends go on the first night? (to a nightclub)
- **Fast finishers** answer the questions.

Exercise 6 page 69

- Quickly revise superlatives. Elicit three long and three short adjectives to describe the holidays and their superlative form, e.g. *boring, more boring, the most boring*.
- Students discuss the three holidays in pairs.
- Ask a few students to share their ideas with the class. Which is the most popular holiday in the class?

Extra activity

- Write the following questions on the board:
How old were the three people when they went on holiday?
Do you think their ages reflect their behaviour on holiday?
What is the best age to go away without your parents for the first time?
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 7 page 69

- Students match the words to form compound nouns. They then check their answers by referring to the texts.
- Check answers as a class.

KEY

1 programme 2 guide 3 friend 4 pack 5 site
6 cream 7 glasses 8 burn

Exercise 8 page 69

- Go through the *Recycle!* box together.
- Ask students to read the *if* clauses and think of possible results for each clause. Point out that there may be both an advantage and a disadvantage for some of the *if* clauses.
- With a **weaker class**, elicit possible results before students start speaking, e.g.
If we run out of money – bank, phone parents
If we stay out all night – tired, no problem, sleep on sun loungers
- Students discuss their ideas in pairs. Monitor and check that they are using the first conditional correctly.

Extension: Fast finishers

Ask **fast finishers** to think of three more ideas to add to the list. They then make sentences with them using the first conditional. Students can write the sentences or practise saying them with a partner.

Exercise 9 page 69

- With a larger class, put students into two groups.
- Revise language for agreeing and disagreeing and signposts for giving opinions and making points, e.g.
I agree with you, but ..., *As I see it, ...*, *Nevertheless, ...*
- Students discuss their ideas in groups. Monitor and check that each student expresses their opinion.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about holidays without parents. I can look for the meaning of multiple choice options to choose the correct answer. I can understand and use holiday related compound nouns. I can use the first conditional in a discussion about holidays without parents.*

6G Speaking

Planning a holiday

LESSON SUMMARY

Speaking: Making suggestions for things to do on a trip

Vocabulary: Tourist attractions

Listening: An exam candidate discussing what to do on holiday

Exam topic: Asking for clarification

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Omit exercises 6 and 8, but go through the strategy together.

LEAD-IN 2-3 MINUTES

- Tell students to think about a holiday they had in the past. Then ask: *What information did you do? What did you visit?*

Exercise 1 page 70

- Focus attention on the photo. In pairs, students describe it and answer the questions.

Exercise 2 page 70

- Encourage students to check the meaning of any unknown words in dictionaries.
- Students put the words into the two groups, places and events.
- Check answers as a class.

KEY

places art gallery, church, monument, national park, old town, opera house, park, restaurant, shopping district, square, theatre **events** carnival, concert, festival, musical

Exercise 3 2.27 page 70

- Go through the instructions together.
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY

art gallery, concert, theatre, musical, (restaurant)

Transcript

Examiner So, we're going to London next month. How exciting! Shall we plan our trip?

Candidate Yes, first of all, shall we decide where to stay?

E Yes, let's do that. How much do we want to spend?

C I don't want to spend very much. Why don't we stay in a cheap hotel?

E I'm not sure about that. The beds in cheap hotels are always so uncomfortable!

C OK. This hotel near the station looks good.

E I'm not sure. It might be quite noisy. What about staying in this hotel, near the centre?

C I don't mind. You choose. Now, what tourist attractions do you want to see? It would be nice to visit an art gallery.

E Yes, I like that idea. Do you fancy going to a concert, too?

C I'm not very keen on that idea. I'd rather go to the theatre, actually.

E OK. Why not? There are lots of good shows to choose from.

C What about places to eat? What kind of food do you like?

- E** I love fish and chips. Do you fancy getting some fish and chips on the first evening?
- C** What a good idea! I like Italian food, too, so we can find a pizzeria on another evening.
- E** Yes. Now, what's the best way to travel round London?
- C** We could always get a Travelcard. You can travel as often as you like on buses and the underground with a Travelcard.
- E** That's a really good plan. How much is a Travelcard?
- C** I think it's about £10 a day.
- E** OK, I'll get two of those for us.

Exercise 4 page 70

- Go through the instructions together.
- Check answers as a class.

KEY

1 c 2 c 3 a 4 c 5 a 6 b 7 c

Exercise 5 page 70

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class.
- Encourage students to read out the key phrases and check pronunciation and intonation.

KEY

1 sounds 2 good 3 like 4 really 5 not 6 that
7 sure 8 think 9 keen 10 rather 11 mind
12 suggestion 13 both

Exercise 6 2.27 page 70

- Play the recording again for students to choose the phrases they hear.
- Check answers as a class.

KEY

Shall we ...? Let's do that. Why don't we ...? I'm not sure about that. What about ...? I don't mind. It would be nice ... I like that idea. Do you fancy ...? I'm not very keen on that idea. Why not? What about ...? (Do you fancy ...?) What a good idea! We could always ... That's a really good plan.

Transcript

See exercise 3.

Exercise 7 page 70

- Encourage students to check the meaning of any unknown words in dictionaries.
- Students take turns to make suggestions and respond.
- Monitor and help where necessary.

For further practice of city tourism:

Vocabulary Builder 6G page 120

- 1 **A** fish and chip shop, food van, restaurant, sandwich bar, tea room **B** boat trip, day trip, excursion, walking tour **C** route, timetable, travel pass, travel zone
- 2 1 travel pass 2 timetable 3 food van
4 open-top bus tour 5 bus fare 6 travel zones
7 fish and chip shop 8 walking tour 9 boat trip

Exercise 8 2.28 page 70

- Go through the strategy together and point out that people do not mind being asked to clarify information, so students should not feel embarrassed. The longer a person pretends they understand something, the harder it gets to admit they do not know what the other person is saying!
- Play the recording for students to listen to the whole conversation and answer the questions.
- Check answers as a class. Also, check the meaning of *pricey* (expensive).

KEY

She asks twice. She didn't understand 'market' and 'pricey'.

Transcript

Candidate I'm really looking forward to our trip to London. Shall we book a hotel?

Examiner OK. Or maybe a hostel. They are much cheaper.

C I like that idea. We can find one online.

E OK. What kind of tourist attractions would you like to visit?

C Well, I'd like to see Buckingham Palace and the Houses of Parliament. And I'd like to go shopping, too.

E Me, too. We could go to one of the markets.

C Sorry, did you say 'supermarket'?

E No, 'market'. For example, Covent Garden or Camden.

C Cool. It would be nice to visit a park, too. Do you know if there are any good parks in London?

E Yes, Hyde Park and Regents Park are very beautiful.

C Pardon?

E Hyde Park and Regents Park. They're right in the centre. They are very beautiful.

C What about restaurants? I suppose there are lots of good restaurants in the centre.

E Yes, but lots of them are very pricey.

C Sorry, what does 'pricey' mean?

E Expensive.

C Oh, I see. Well, we can find cheap ones, I'm sure. How are we going to travel around in London?

E We can walk if we want to save money.

C I don't like that idea. It'll be too tiring.

E Well, let's take buses, then. Maybe we can hire bicycles, too.

C I'd rather not. Cycling in cities can be quite dangerous.

E OK, let's use the buses, then. Or should we use the underground? It's quicker than the bus.

C I don't mind. They're both good ideas.

E OK. Let's use the underground. I'm looking forward to this holiday!

Exercise 9 page 70

- Go through the instructions together and make sure students understand what they have to do.
- Students plan their conversation. Monitor and check that they are forming their questions and recommendations correctly.

Exercise 10 page 70

- Students act out their conversations to the class.
- The class vote for the most convincing conversation.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can exchange information about tourist attractions. I can use phrases to ask for clarification when I do not understand something.*

6H Writing

A holiday blog

LESSON SUMMARY

Reading: Two holiday blog posts

Exam topic: Omitting sentence subjects in informal writing texts

Speaking: Discussing holiday activities

Writing: A holiday blog post

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 9 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask:
Do you stay in contact with your friends while you're on holiday?
How do you do this?
Have you ever written a holiday blog?
Would you be interested in reading a friend's holiday blog?
- Elicit students' answers.

Exercise 1 page 71

- Focus attention on the photos. Ask: *What type of holiday can you see in the photos? What other activities do you think the people will do?*
- Elicit students' ideas and write them on the board. Keep them on the board for later in the lesson.
- In pairs, students discuss which holiday they prefer and why.

Exercise 2 page 71

- Students read the blog posts and answer the questions.
- Check answers as a class.

KEY

Harry has done four things and has two more planned.
Emily has done two things and has one more planned.

Exercise 3 page 71

- Ask students to read the task. Then ask them to read the posts in more detail and check which points they cover.
- Check the answer as a class.

KEY

No: the first post doesn't mention where Harry is staying.

Exercise 4 page 71

- Ask:
Is the writing in the blog posts formal or informal? (informal)
Have you noticed that any words are missing?
- Go through the strategy together. Students then find sentences with no subject.
- Check answers as a class.

KEY

Hilarious! Still cloudy ... Can't wait! Will post another entry tomorrow ... Arrived in Snowdonia two days ago ... Really looking forward to it!

Exercise 5 page 71

- Ask students to read the sentences. Then ask: *What other words can we leave out?* (the auxiliary verb *have* after *I* or *we*)
- Students rewrite the sentences.
- Check answers as a class.

KEY

1 (Have) finally arrived! 2 Looking forward to seeing you again. 3 Went up the Empire State Building yesterday. 4 Visited the Musée d'Orsay on Friday. 5 Flying back tomorrow.

Exercise 6 page 71

- Students find the words.
- Check answers as a class.

KEY

1 windy, rainy, cloudy, sunny, dry 2 river, hills, waterfall, lake, cliff 3 kayaking, abseiling, mountain biking

Exercise 7 page 71

- Students complete the holiday activities. They then compare them to the predictions they made in exercise 1. How many were right?
- Check answers as a class.

KEY

1 shopping; kayaking; abseiling; mountain biking
2 boat trip 3 tower 4 cathedral 5 bike 6 souvenirs

For further practice of holiday activities:

Vocabulary Builder 6H page 120

3 1 visit 2 go 3 go 4 hire 5 play 6 lie
7 eat 8 buy

Extra activity: Fast finishers

Revise visitor attractions from Lesson 6A. Write the following anagrams on the board for **fast finishers** to solve:

balnoiact drgaens (botanical gardens),
tlesac (castle)
fasria kpra (safari park)
tehaclrda (cathedral)
qmiauaru (aquarium)
meeht karp (theme park)
kermta (market)
tinafonu (fountain)

Exercise 8 page 71

- Students make notes to prepare for the task in exercise 3. They can use the activities from exercise 7.

Exercise 9 page 71

- Before students begin writing, write the following checklist on the board:
Omit subject where possible.
Use the present perfect to introduce a topic; use the past simple to give more details.
Use a variety of words to describe the weather, landscape features and holiday activities.
- Students write their blog posts. Monitor and check, helping with grammar and vocabulary where necessary.
- Students use the *Check your work* box to edit their work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a holiday blog post. I can omit the subject to make my writing more informal. I can use a variety of words to describe the weather, landscape features and holiday activities.*

Exam Skills Trainer 3

LESSON SUMMARY

Reading: A blog entry about a trip to Delhi

Listening: Five people talking about jobs

Use of English: Thinking about what type of word is missing

Speaking: Making choices between different options

Writing: A blog post about a job search, using linking expressions

LEAD-IN 2-3 MINUTES

- Write *Working holiday* on the board. Ask:
Would you like to work abroad?
Which country would you work in?
What job would you like to do there? Why?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 72

- Go through the strategy together. Then ask students why we use pronouns (to refer to things that have already been mentioned, to avoid repetition).
- Ask students to read the text quickly to find out what it is about (a young man's trip to India) and predict the pronouns in the gaps.
- Ask students to cover options A–I. They then read the text and make notes about sentences that could complete the gaps.

KEY

1 I 2 he or she 3 I 4 it 5 I 6 I 7 I

Exercise 2 page 72

- Students read the text again and complete it.
- Check answers as a class.

KEY

1 G 2 D 3 I 4 H 5 F 6 C 7 B

Listening

Exercise 3 page 72

- Go through the strategy together.
- Students read sentences A–F and underline the key words.
- Check answers as a class.

KEY

A experience; family

B fun; abroad

C all the information; advance

D avoid problems; work

E learn to work; yourself

F different ways; perform

Extra activity

Go through options A–F in exercise 3 together and ask students what associated words they expect to hear in each recording, e.g. *A mum, dad, help out, parents*. Remind them that predicting what they might hear can help them to answer questions correctly.

Exercise 4 2.29 page 72

- Play the recording for students to match the sentences to the recordings. With a **weaker class**, play the recordings again if necessary.
- Check answers as a class.

KEY

1 B 2 E 3 F 4 C 5 A

Transcript

- Do you enjoy adventure? Have you ever been white water rafting, or canoeing on a river? If the answer is 'yes', then you're the kind of person we are looking for to work on our summer camps. We have summer activity camps in the south of France in July and August this year. Experience of working with young people is preferred. All our staff have one day off a week, and the opportunity for travel at the end of August. Please see our website for more details.
- I'm a creative person and I enjoy making things. I'm good at selling things, too. At the moment, I'm making silver jewellery and selling it on the internet. When I leave school, I'd like to study business and finance at university. Then I'll work for a company for a couple of years before I set up my own business. I'm really interested in business, so I'm sure I'll be successful.
- I've always wanted to be an actor. When I was at school, I was in the drama club and I performed in all the school plays. I was also in a drama club outside school on Saturdays. I learned a lot of skills there. We did acting, of course, but also singing and dancing. I got my first part in the theatre when I was ten – in *Charlie and the Chocolate Factory*. Then I did some adverts on TV, and then some children's TV.

- 4 Many people are nervous about interviews, but there are a lot of things that you can do to prepare. For example, it helps to find out all you can about the people you want to work for. This shows you are interested in them. Choose smart but comfortable clothes, so you look good but also feel relaxed. Plan your route to the interview, too – you don't want to get lost! Finally, arrive at your interview early. You can wait in a café until it's time to go in.
- 5 My dad got a job as a chef in a restaurant in Paris a few years ago. He rented an apartment there and we stayed at home in London. In the holidays we visited him and I helped out in the kitchen. It was really good earning a bit of money, but my dad didn't like living away from us so he came back to England and opened his own restaurant. I'm too busy now to work there.

Use of English

Exercise 5 page 72

- Go through the strategy together. Remind students that it is a good idea to learn set expressions and to make a note of prepositions.
- Check answers as a class.

KEY

1 as 2 for 3 the 4 what 5 that 6 before
7 about 8 who 9 as 10 to

Speaking

Exercise 6 page 73

- Go through the strategy together.
- Students look at the jobs and compare them with the phrases.
- Monitor and help where necessary..

Exercise 7 page 73

- Go through the task together.
- To prepare, ask students to make a list of pros and cons for each job.
- In pairs, students complete the task.

Exercise 8 page 73

- Students summarise their decisions.
- Ask a few students to share their ideas with the class.

Writing

Exercise 9 page 73

- Go through the strategy together. Then write the following on the board:
The plane couldn't take off because / as the bad weather was bad.
The plane couldn't take off because of the bad weather.
The weather was so bad that the plane couldn't take off.
I left home early in order to avoid the heavy traffic.

- Point out the structures used with the different linking expressions:
because / as + clause (noun / pronoun + verb)
because of + noun / pronoun
so + adjective / adverb + that + clause
in order to + base form verb
- Students complete the sentences.
- Check answers as a class.

KEY

1 so 2 so that 3 that 4 as 5 in order to
6 because of

Exercise 10 page 73

- Go through the task together.
- Encourage students:
 - to think of the jobs, adjectives and work activities they learnt in Lessons 5A and 5C.
 - to use *will, going to* and first conditional where appropriate.
 - to give examples.
 - to include linking expressions to make their writing more coherent.
- Give students a few minutes to choose the job they want to do and to think about how they are going to find it. Monitor and offer help where necessary.
- Students write their blog posts.

Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict the missing sentences in a text. I can use key words in questions to identify the correct information in a listening task. I can think about what types of words I need in a gapfill. I can make choices in a speaking activity. I can use linking expressions in a blog entry.*