

UNIT 9

Holidays



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about holidays, seasons, the weather and a trip to a different place
- exchange and convey information and opinions about holidays, seasons, the weather and a trip to a different place
- understand conversations in which people make requests and do so themselves
- write an online post about a trip to another place

UNIT CONTENTS

G GRAMMAR

- Past simple: negative
- Past simple: questions

V VOCABULARY

- Transport: *bike, boat, bus, car, drive, fly, get a (taxi), go by (bus), metro, plane, ship, take a (bus), taxi, train, tram, underground, walk*
- The seasons: *autumn, spring, summer, winter*
- The weather: *cloud, cloudy, cold, hot, rain (n.), rain (v.), rainy, snow (n.), snow (v.), snowy, sunny, warm, wind, windy*
- Language Plus: *go*
- Language Plus: *like*

P PRONUNCIATION

- Sound and spelling: the letter a
- Sentence stress
- Sound and spelling: the letter o
- Syllables and spelling

C COMMUNICATION SKILLS

- Talking about travel and holiday experiences
- Talking about past holidays
- Making and responding to requests
- Writing an online post about a trip to another place
- Writing Plus: Making the order clear (*First, ... Next, ... Then, ... After that, ...*)

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write *holidays* on the board. Ask: *Which countries do people from your country visit? Which countries would you like to visit? Why?* Put students into pairs or small groups to discuss the questions, then take feedback as a class.

- a 3.60 Check students understand *transport* (how we travel from place to place) and *weather* (you can draw sun, cloud or rain symbols on the board, as well as some temperatures, e.g. 20°C, -5°C). Put students into pairs to look at the picture and answer questions 1–4. Monitor and notice whether students know the words *boat* and *ship* and how much weather vocabulary they can produce, but don't teach any vocabulary or correct any errors at this stage.

Take feedback as a class and write students' suggested answers on the board to create a multiple-choice listening task. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talk about the picture. Do the speakers give any of the answers on the board? Check answers as a class, ticking any answers the speakers give.

Audioscript

- | | |
|---|--|
| MAN What country do you think this is? | W Yeah. Where did you go on your last holiday? |
| WOMAN Maybe, Russia? | M Oh, Spain. I like hot, sunny weather on holiday. |
| M Or Canada, maybe? | W Really? I don't like very hot weather. But I don't like it cold! Warm weather is right for me on holiday. |
| W Or how about Alaska in the USA? | M So you usually go on holiday in spring or autumn? |
| M Yes, good idea. | W Yeah, that's right. Or I go somewhere in the UK on holiday! |
| W What transport can you see? | M Yeah. |
| M It's a boat. | |
| W Or a ship. | |
| M Yes. And what time of year is it? | |
| W Well, I can see snow, so winter. | |
| M Yeah, the people look really cold. | |



EXTRA ACTIVITY

Play the recording again for students to note down the man's answers to the two questions and the woman's answers to question 2. Students compare answers in pairs. Check answers as a class (the man: 1 Spain, 2 hot sunny weather; the woman: 2 warm weather). Check students understand *sunny* by drawing a sun symbol on the board and *warm* by writing *hot–warm–cold* on a scale on the board.



CULTURE NOTES

The picture shows tourists on the catamaran *Klondike Express*. They're looking at the Harvard Glacier in Prince William Sound, Alaska. In 1989, the *Exxon Valdez* tanker spilled more than 50 million litres of crude oil into this area of water, damaging more than 1,300 miles of shoreline and killing hundreds of thousands of birds and sea animals. Since then more than \$2 billion has been spent on the clean-up operation. Experts are not sure how the pollution has impacted the environment. However, the Harvard Glacier is one of the few glaciers in the world that is growing, rather than melting due to climate change, and no one knows why.

- b** In pairs, students answer the questions. Monitor and notice whether students are using past simple verbs correctly, and how much weather vocabulary they can produce. Take feedback as a class, inviting students to report their partner's answers to the class.

- c** Students think of one question to ask their partner about their last holiday. After students have asked one partner, encourage them to ask the same question to one or two other students. Monitor and check whether students attempt to use past simple questions, but don't correct errors at this stage. Take feedback as a class.

9A We didn't stay in their house

OPTIONAL LEAD-IN

Books closed. Write these nouns on one side of the board:

- TV / a film
- shopping / to a café
- a computer game / football / the guitar
- coffee / a pizza / lunch
- a magazine / a book / a newspaper
- to the radio

Elicit the verbs from Unit 8 which can go with these nouns, in their present and past forms (*watch/watched, go/went, play/played, have/had, read/read, listen/listened*) and write them on the board.

Write on the board: *I think you ... last night*. Put students into pairs but tell them not to talk to each other yet. Give students two minutes to write sentences about two of the activities on the board that they think their partner did last night e.g. *I think you watched TV last night*. Monitor and help as necessary. Make sure students don't say or show anything to their partner at this point.

In pairs, students read their sentences to each other. They listen and say *Yes, that's true.* or *No, that's not true.* about each sentence. Monitor and check students are pronouncing the past verb forms correctly. If students are attempting to use past simple negative statements, don't try to correct them, but explain that they will learn about it in this lesson.

1 READING

- a** Use the picture of the tent to elicit or teach *tent*. Then elicit or teach the verb *camp* (to use a tent as a holiday home) and *campsite* (a place for tents). Give students up to a minute to think about their answer, then put them into pairs to discuss the question. Take feedback as a class. Ask students to think of the good and bad points of the four types of holiday accommodation.
- b** Ask students to look at the title *Garden camping* and the three pictures. Check students can remember what a garden is. Point to the three responses in speech bubbles and give students one minute to read the first paragraph (*How does it work?*) and choose their response. Put students into pairs to compare opinions.

At the end of this lesson, students will be able to:

- understand a text about camping in people's gardens
- use a lexical set of transport words correctly
- use past simple negative statements correctly
- listen to and understand a conversation about camping in someone's garden
- talk about past holidays

Then take feedback as a class. Encourage them to think about what the good and bad points of garden camping might be. If you wish, give students information from the Culture notes.

CULTURE NOTES

Garden camping is a new and low-cost form of holiday accommodation, which started on a small scale and has now become an international trend. An online community links campers with people who offer their private gardens as campsites. Homeowners list their gardens on a website with pictures, prices and contact details and campers contact them directly to make a booking.

Locations range from small town gardens to fields on big country estates. Some offer access to hot showers, barbecues, wi-fi and electricity, while others are much more basic.

- c** Give students three minutes to read about three gardens, choose the answers which are incorrect and correct them. They compare answers in pairs. Check answers as a class.

Answers

- 1 c (20 minutes from the centre) 2 a (big tents) 3 d (cheap)

EXTRA ACTIVITY

Ask students to look at the text about Guadalupe's Place and ask: *Which word is a place where you can see lots of different animals?* (zoo) *What are the Amazon and the Mississippi?* (rivers). To get some personal response to the text, ask: *Which of the three places would you most like to camp in? Why?* Students compare their choices in small groups. Take a class vote to find out which place is most popular.

2 VOCABULARY Transport

- a** 3.61 Individually, students find transport words in the text to match the pictures. Play the recording for students to listen and check. Check answers as a class.

Answers

- 1 bus 2 car 3 plane 4 taxi 5 bike

- b** Tell students to look at the text to find the missing words. Check answers as a class. Write *go by bus* and *take a bus* on the board to highlight absence of the article after *by*. Drill the expressions in the table.

Answers

go by	bus plane	get	a bus a taxi
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- c** Students look in the texts to find the missing verbs. Check answers as a class. Drill the words.

Answers

a drive b fly

- d** **3.62–3.63** Students complete the exercises in Vocabulary Focus 9A on SB p.153. Play the recording in exercise a for students to listen and repeat the words. Students do exercise b in pairs. Check answers as a class. Students do exercise c in pairs. Take feedback as a class. Students look at the phrases in exercise d. Ask students to tell the class how often they get a bus, train or taxi. Play the recording in exercise e for students to listen and tick the sentences they hear. Check answers as a class. Elicit and write on the board the past forms of *get* (*got*) and *take* (*took*). Ask students to look at the example sentences in exercise f and write three sentences of their own. Remind students to use the past simple and a past time expression. Monitor and help as necessary. In pairs, students tell each other their sentences. Take feedback as a class. Tell students to go back to SB p.72.

Answers (Vocabulary Focus 9A SB p.153)

b

1 bike 2 tram 3 metro / underground 4 bus 5 taxi
6 plane 7 train 8 boat / ship

e

1 I go to work by train. (present)
2 He got / took a bus to school. (past)
3 Yesterday she drove to work. (past)
4 She flew to Tokyo last month. (past)
5 They always walk to school. (present)



LANGUAGE NOTES

We use *get a* and *go by* with public transport (*bus, train, plane, taxi*, etc.) but only *go by* with private transport (e.g. *bike, car*). We can also use *take* with public transport, as it has a similar meaning to *get*.

- e** Give students half a minute to think about their answers, then put them into pairs to ask and answer the questions. Take feedback as a class.

Language Plus go

Give students one minute to study the different patterns in the expressions with *go*. Point out that we say *go to* when we travel to a place. For example, we can say *go to Italy on holiday*. However, we don't use *to* with *home*. Write *on holiday* on the board as a fixed phrase for students to learn.



LOA TIP CONCEPT CHECKING

Test students' accuracy by using these prompts to elicit the expressions in the Language Plus box.

Say: *office, hospital, bank, factory ... / go ... ?*

Students say: *go to work*

Say: *stay in a hotel, on a campsite ... / go ... ?*

Students say: *go on holiday*

Say: *see a film* Students say: *go to the cinema*

Say: *after school, after work, after a party*

Students say: *go home*

Repeat until the students can produce the expressions without mistakes.

Elicit more expressions with *go to* (e.g. *a party, a concert, a meeting, bed, Germany, Chicago*). Check that students are using *a/the* (or no *a/the*) correctly. If they make mistakes, encourage them to self-correct using your fingers to indicate where an extra word is needed or not needed. Write the expressions on the board.

Elicit some true past simple sentences from students using any of the expressions with *go* from the book or on the board, e.g. *I went to bed at half past eleven last night, I went to a meeting yesterday*.

- f** **Sound and spelling the letter a**

3.64 For exercise 1, play the recording for students to listen to the different sounds the letter *a* can have.

3.65 For exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the word pairs with the same vowel sound (*what/watch, flat/taxi, train/plane, father/car*).

Answers

what: Sound 4 /ɒ/ flat: Sound 1 /æ/
train: Sound 3 /ei/ father: Sound 2 /ɑː/

3.66 For exercise 3, play the recording for students to listen and underline the word in each line with a different a sound. Play the recording again if necessary. Check answers as a class.

Answers

1 want 2 have 3 bag 4 want

Put students into pairs for exercise 4 to practise saying all the words. Monitor and check they are pronouncing the letter *a* correctly in each word.

3 GRAMMAR AND LISTENING

Past simple: negative

- a** Give students one minute to read the blog and answer the question. Check the answer as a class, asking students to explain how they know.

Answer

Guadalupe's Place (we went swimming every morning in their pool)

- b** Give students two minutes to read the blog again and choose the correct answers. Students compare answers in pairs. Check answers as a class.

Answers


1 a 2 b 3 b 4 a

- c** Complete the rule as a class. Write on the board:
He _____ in a hotel. With a quizzical expression, ask: *Alessandro stayed in a hotel?* and elicit *He didn't stay in a hotel.* Complete the rule together as a class. Ask: *Do we add -ed to the verb in the past simple negative? (no).* Check students can pronounce *didn't* correctly (/ˈdɪdənt/). Drill *didn't* and *He didn't stay in a hotel* a few times.

Answer
 didn't

CAREFUL!

The most common error with past simple negative at this level is the use of *don't* or *doesn't* instead of *didn't*, e.g. *I went with my brother but he doesn't like it.* (Correct form = *I went with my brother but he **didn't** like it.*)

- d**  **3.67** Students read the information in Grammar Focus 9A on SB p.126. Play the recording where indicated and ask students to listen and repeat. Students complete exercises a and b on SB p.127. Check answers as a class. Tell students to go back to SB p.73.

Answers (Grammar Focus 9A SB p.127)

- a**
 2 didn't get up 3 didn't have 4 didn't use 5 didn't read
 6 didn't visit 7 didn't go 8 didn't take 9 didn't listen
b
 2 didn't go, went 3 didn't arrive, arrived 4 didn't have, had
 5 didn't play, played 6 didn't go, went


EXTRA ACTIVITY

Elicit the past tenses of *play* (played), *get up* (got up), *have* (had), *use* (used), *read* (read), *visit* (visited), *take* (took), *go* (went) and *listen* (listened).

Write *yesterday* on the board, and ask students to look at the sentences in exercise a again. In pairs, students say whether each sentence is true or false for them about yesterday, e.g. *I didn't play football yesterday. That's true. I didn't get up early yesterday. That's not true. I got up early.* Ask pairs: *Which negative sentences are true for both of you?* Take feedback as a class.

- e**  **3.68** **Pronunciation** Play the recording for students to listen and answer the question. Check the answer as a class. Play the recording again for students to listen and repeat the sentences.

Answer
 stressed


- f**  **3.69** Play the recording twice for students to listen and make notes. Students compare answers in pairs. Check answers as a class, pausing the recording after Alessandro talks about each topic and writing the answer on the board as a sentence.

Answers
 emails: He didn't read his emails for three weeks.
 money: They didn't have a lot of money.
 bikes: They had bikes.
 photos: He took some beautiful photos.

Audioscript

- MICHAELA** So how was your trip to Colombia?
ALESSANDRO Oh it was great. It was very relaxing – I didn't read my emails for three weeks!
M Where were you? In Bogotá?
A No, no, we didn't go to big cities at all. We wanted to see the country, so we went by bus and we stayed in small towns and villages. The best place we stayed was with a family.


- | | |
|---|--|
| M In their house? | M I'd love to see them. |
| A Well, we didn't stay in their house. We camped in their garden. They had a swimming pool. They also had bikes, so we saw lots of nice places nearby. I took some beautiful photos! | A Of course.
M Was it cheap to camp?
A Yes ... \$4 a night!
M \$4! That's really cheap.
A Yeah, it was good, because we didn't have a lot of money! |

- g**  Elicit the word *relaxing* by saying: *Alessandro didn't read his emails for three weeks. What does he say about that? It was ...* Play the first part of the recording again if necessary, stopping just after the word *relaxing*. Ask: *Do you check your emails on holiday? Why / Why not?* Ask students to think about what they liked and didn't like about Alessandro's holiday. In pairs, students compare opinions. Take feedback as a class.


- h** Ask students to look at the task. Elicit the present form of each past verb in the task (*stay, visit, buy, have, go, cook, watch, read*). Give students two minutes to tick any true sentences, change the others to negative sentences and write an extra positive sentence after each one. Monitor and check that they are using the past simple correctly. If you see mistakes, point them out and encourage students to self-correct.

FAST FINISHERS

Ask fast finishers to add extra sentences with *was/were* and *really/so/very* + adjective to their sentences in 3h, e.g. *I stayed in a hotel. It **was really nice**. I didn't have my computer with me. It **was very relaxing**.*

- i**  In pairs, students tell each other their sentences. Are they the same or different? Monitor and check students are pronouncing past simple negative and positive statements correctly. Take feedback as a class.

4 SPEAKING

-  Divide the class into pairs and assign A and B roles. Student As read the information on SB p.107 and talk about their trip using the notes. Student Bs do the same on SB p.110. Student A talks and Student B listens. They then swap roles. Remind them to listen carefully to find what four things they both did on their trips. Monitor, but don't interrupt fluency. Note down any common mistakes with the target language to deal with during feedback. Take feedback as a class, identifying what four things they both did.



Answers

They both took a plane (flew), took lots of photos, went shopping (but Student A didn't buy anything) and went to good restaurants.

EXTRA ACTIVITY

Students write a blog entry like Alessandro's about a holiday at Laurence's Place or Youssef's Place. They use travel details from the texts on SB p.72 and add their own ideas. Encourage students to include past simple negative sentences. Monitor and check that they are doing so.

ADDITIONAL MATERIAL

-  Workbook 9A
-  Photocopiable activities: Grammar p.155, Vocabulary p.162, Pronunciation p.169


9B How did you get there?

OPTIONAL LEAD-IN

Books closed. Divide the class into two teams. Explain that they are going to do a quiz about Australia. Appoint one person in each team to write down the team's answers. Read out one question at a time, giving teams time to confer quietly before writing down their answer and listening to the next question. Check answers as a class and keep a running total of each team's points on the board. Each correct answer earns one point, and the team with the most points is the winner.


- 1 What's the official language of Australia? (English)
- 2 What's the capital of Australia? (Canberra)
- 3 Are there more or less than 20 million people in Australia? (more)
- 4 Do most people in Australia live in the centre or near the sea? (near the sea)
- 5 Name an animal you can only find in Australia. (koala, kangaroo, emu, kookaburra, platypus)
- 6 When was the last time the Olympic Games were in Australia? (2000)
- 7 What three colours are in the Australian flag? (red, white and blue)

1 VOCABULARY The seasons

- a  3.70 Use pictures a–d to teach the noun *the seasons*. Individually, students match the four seasons with the pictures. Play the recording for them to listen and check. Check answers as a class. Drill the words.

Answers

a spring b summer c autumn d winter

- b  Students discuss the questions in pairs. Put pairs with other pairs to form small groups and compare their opinions. Take feedback as a class. If you wish, give students information from the Culture notes.

CULTURE NOTES

The four-season year – with spring, summer, autumn and winter all roughly the same length and distinct in character – is typically experienced in places that are between the equator and the North or South pole, such as the USA, Japan, Australia and countries in Europe.

Countries like Brazil, Kenya and Indonesia, which are near or at the equator, experience little seasonal variation. They have about the same amount of daylight and darkness throughout the year and they remain warm year-round.

Polar regions are colder than other places on Earth but they do have seasonal variations. They have very dramatic changes in daylight with very long nights in winter and very short nights in summer.

Countries in the northern and southern hemisphere are closer to the sun at opposite times of year. This explains why the Australian summer lasts from December to February, while in the UK it's June to September.

At the end of this lesson, students will be able to:

- use a lexical set about seasons correctly
- understand a text about a New Year holiday
- use a lexical set about the weather correctly
- understand a conversation about summer holidays
- use past simple questions correctly
- ask and talk about past holidays

2 READING

- a Point to the picture of fireworks and elicit the word *fireworks*. Ask: *What do people usually do at New Year?* and elicit some typical activities (e.g. *go to a party, watch fireworks*) and write them on the board. Give students one minute to read the text to find out what was different about this New Year for the Duncan family. Check the answer as a class.

Ask students to look again at the title: *New Year down under*. Ask: *Where's Edinburgh?* (in Scotland / in the UK) *Where's Melbourne?* (in Australia). You may wish to point out that Melbourne is Australia's second-largest city. Draw a simple picture of Earth divided into the northern and southern hemisphere. Point to the northern hemisphere and explain that people who live here sometimes refer to Australia as *down under* because it's in the southern hemisphere.

Answer

They were in Melbourne, in Australia.

- b Give students three minutes to read the text again and complete Michael's notes. Students compare answers in pairs. Check answers as a class. Ask students: *Would you like to go to Melbourne for New Year? Why / Why not?*. Students discuss their opinion in pairs. Take feedback as a class.


Answers

1 shopping 2 party 3 hot 4 beach

EXTRA ACTIVITY

Ask students to write five sentences about what they did and didn't do last New Year, using ideas from the text or their own ideas (e.g. *I saw fireworks. I didn't go to a party.*). Monitor and check students are using past simple correctly. Help with vocabulary as necessary. Put students into small groups to compare their sentences. Ask: *Who had an exciting New Year? Who had a quiet New Year?*. Take feedback as a class.

3 VOCABULARY The weather

- a  3.71 Ask students to look at the pictures. Play the recording for students to listen and complete the sentences with *hot* or *cold*. Check answers as a class.

Answers

1 hot, cold 2 cold

Language Plus like

Ask students to look at the two sentences with *like*. Then write these gapped questions on the board:

- _____ cold weather?
- What _____ today?
- What _____ yesterday?

Elicit the questions (*Do you like cold weather? What is the weather like today? What was the weather like yesterday?*).

Point out that *like* is a verb in the question *Do you like rainy weather?* In *What's the weather like today?* *like* is a preposition. Drill the three questions and elicit possible answers from the class.

- b** ▶ 3.72–3.73 Students complete the exercises in Vocabulary Focus 9B on SB p.145. Play the recording in exercise a for students to listen and repeat the words. Students discuss exercise b in pairs. Take feedback as a class. Students complete exercise c individually. Play the recording for students to check their answers. Individually, students underline the correct answers in exercise d. Check answers as a class. Students then ask and answer the questions in pairs. Monitor and check students are pronouncing the weather words correctly. Take feedback as a class. Tell students to go back to SB p.75.

Answers (Vocabulary Focus 9B SB p.145)

b (Suggested answers)

1 spring or summer 2 winter 3 autumn
4 summer 5 winter

c

1 rainy 2 snowy 3 windy 4 sunny 5 cloudy

d

1 sunny 2 cloudy 3 snowy 4 sunny 5 rain

- c Sound and spelling** the letter *o*

3.74 For exercise 1, play the recording for students to listen to the different sounds the letter *o* can have. Then play it again for students to listen and repeat the words.

3.75 For exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the words in pairs with the same sound (*holiday/hot, town/cloudy, cold/snow).*

Answers

holiday : Sound 3 /**ɒ**/

town : Sound 2 /**əʊ**/

cold : Sound 1 /**əʊ**/

3.76 For exercise 3, play the recording for students to underline the word in each line which has a different *o* sound. Play the recording again if necessary. Check answers as a class. Play the recording one more time for students to listen and repeat.

Answers

1 go 2 not 3 phone

- d** ▶ Divide the class into pairs and assign A and B roles. Student As look at the weather information on SB p.107. Student Bs do the same on SB p.112. Student B asks Student A about the weather in Mumbai. They then swap roles and Student A asks Student B about the weather in Berlin. Monitor, but don't interrupt fluency. Take feedback as a class. Ask: *Do you like the weather in Mumbai? Do you like the weather in Berlin?* Tell students to go back to SB p.75.



EXTRA ACTIVITY

Elicit the questions *What's the weather like?* and *Do you like (cold) weather?* In pairs, students take turns to ask and answer the two questions about the pictures in Vocabulary Focus 9B on SB p.145. Monitor and check students are using the correct questions and pronouncing the weather vocabulary correctly. Take feedback as a class. Ask: *What weather does your partner like?*

4 LISTENING AND GRAMMAR

Past simple: questions

- a** 3.77 Write *Summer holidays* on the board. Point to the picture of Kiril and Angie and tell students that Kiril and Angie talk about summer holidays. Play the recording for students to listen to the conversation for general meaning and tick the correct sentence. Check the answer as a class and elicit or teach *future*.

Answer

2 They talk about past and future holidays.

Audioscript

KIRIL Where did you go on your summer holiday last year, Angie?	K Hmm ... but, well, I don't like flying.
A I went to an island in Greece.	A Oh, I see. Well, what about the south of France? I went there two years ago. It was beautiful.
K Great! How was the weather?	K Oh, really? How did you get there?
A It was hot and sunny. What about you, Kiril?	A By train. And, you know, the weather was really warm.
K I stayed here in Moscow. It rained a lot of the time. I want to go somewhere different this year.	K Did you enjoy it there?
A Well, try Greece. It isn't expensive to fly there.	A Yes, I did. I had a great time. Try to go this year!

- b** 3.77 Draw a compass on the board with the four points marked *N*, *S*, *E* and *W*. Elicit the words *north*, *south*, *east* and *west*. You may wish to pre-teach the word *island* by drawing a simple picture or map on the board. Play the recording again for students to complete the matching task. Students compare answers in pairs. Check answers as a class.

Answers

1 c 2 a 3 b

- c** 3.78 Play the recording for students to listen to the three questions and choose the one word missing from all of them. Check the answer as a class. Ask: *Are these questions about the past, the present or the future?* (the past).

Answer

did



CAREFUL!

Students may make mistakes with word order when using past simple questions, e.g. *Where she did go?* (Correct form = *Where **did she** go?*).

- d** ▶ 3.79–3.80 Students read the information in Grammar Focus 9B on SB p.126. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p.127. Check answers as a class. Monitor and help or correct as necessary. Tell students to go back to SB p.75.

Answers (Grammar Focus 9B SB p.127)

a

- 1 Where did you go on holiday?
- 2 What did you see?
- 3 Did you have a good time?
- 4 Who did you meet?
- 5 What did you eat?
- 6 Did you like it?

b

- 1 did 2 Did 3 does 4 Do 5 did 6 do 7 did 8 did

c

- 2 they didn't 3 he didn't 4 we did 5 she didn't



FAST FINISHERS

Ask fast finishers to change the *Yes, I did.* answers in exercise c to *No, I didn't.* and vice versa, and to change the extra information after each short answer, e.g. *Did you go home early? No, I didn't. I stayed until 9 o'clock.* Pairs of fast finishers can then practise the mini-conversations together.

- e** **3.81** Individually, students use the prompts to write two conversations about last weekend. Play the recording for them to check their answers. Check answers as a class by playing the recording again and pausing after each question. In pairs, students practise reading the two conversations.

Answers and audioscript

Conversation 1

A Did you go to the cinema last weekend?

B Yes, I did.

A What did you see?

B The new James Bond film.

Conversation 2

C Did you go to a restaurant last night?

D Yes, I did.

C Where did you go?

D A new Thai restaurant.

- f** In pairs, students use the conversations in 4e and their own ideas to interview their partner about last weekend. Encourage them to make a note of their partner's answers. Monitor and correct as necessary.
- g** Put students into new pairs to tell each other what their first partner did. Monitor, but don't interrupt fluency. Make notes of any errors with the target language, and correct them as a class at the feedback stage. To close the activity, ask students to tell the class about any really interesting activities they heard about.

5 SPEAKING

- a** Tell students that they can now practise using all the language from the lesson with a partner. Give them two minutes to think about a past holiday and make notes about the four points. Monitor and help as necessary with vocabulary.
- b** Give students three minutes to use the prompts to write past simple questions to ask their partner. Monitor and check that students are forming the questions correctly.
- c** In pairs, students ask and answer the questions about their past holidays. Monitor, but don't interrupt fluency. At the feedback stage, ask pairs of students if their holidays were similar or very different.



LOA TIP REVIEW AND REFLECT

Write *fluency* and *accuracy* on the board. Tell students that *fluency* means saying what you want to say and feeling that it's easy and comfortable. Explain that *accuracy* means being correct.

As a class, discuss whether each of these activities in 9A and 9B was to practise accuracy or fluency:

1 Where do you usually stay on holiday? (9A 1a)

2 Listen and practise the words. (9A 2f)

3 Complete the sentences with 'did' or 'do'/'did'. (9B Grammar Focus)

4 Ask and answer the questions about your holiday. (9B 5c)

Check answers as a class (1 fluency, 2 accuracy, 3 accuracy, 4 fluency). Remind students they don't always need to worry about being correct when doing fluency activities.

Ask students to think about these questions: *Do you like doing fluency exercises? Why? Do you like doing accuracy exercises? Why? Which do you need to practise more?*

ADDITIONAL MATERIAL

- Workbook 9B
- Photocopiable activities: Grammar p.156, Vocabulary p.162

9C Everyday English

Can you do something for me?

OPTIONAL LEAD-IN

Books closed. Tell students to write *go* and *go to* on a piece of paper. Say the following words and tell students to write them next to *go* or *go to*:

- the shops
- shopping
- a different country
- home
- work
- a party
- on holiday

Students compare answers in pairs. Check answers as a class (*go*: shopping, home, on holiday; *go to*: the shops, a different country, work, a party).

Then write *I'd like to ...* on the board. Give students one minute to write three true sentences with *I'd like to* and a phrase with *go* or *go to*. Put them into pairs to compare sentences. Take feedback as a class on how many sentences are the same.

1 LISTENING

- a** Write *Nice places to visit near here* on the board and elicit a few places of interest in the area. Put students into pairs to discuss the questions for a minute. Take feedback as a class.
- b** Students discuss the questions in pairs. Play Part 1 of the video or audio recording for students to understand the general meaning and check their answers to the two questions. Check answers as a class.

Answers

- 1 Yes, they do. 2 a clock

Video/Audioscript (Part 1)

- | | |
|--|---|
| SOPHIA It's beautiful here. | M Oh yes – it's really nice. |
| MEGAN I'm so happy you like it. | S Let's have a look. |
| S Very different from Toronto. So, what's the plan for today? | M OK. |
| M Well, first we can go to the museum. | S I think so. |
| S OK. | M Is it very heavy? |
| M And then maybe some lunch? | S Yeah, it's really heavy. Can you take it for a minute? |
| S Lovely! | M Of course! |
| S Well, I'm full. So much food! | S Thanks! ... OK. |
| M I know! | M That's OK. |
| S Oh wow! I love that clock! | S Thank you. |

- c** Play Part 1 of the video or audio recording again for students to listen to the conversation in more detail and decide if the statements are true or false. Check answers as a class. Ask: *Which word in the conversation means 'difficult to carry'?* (heavy). Mime *heavy* if students don't understand the word.

Answers

- 1 T 2 F (Sophia decides to go in the shop.) 3 T

At the end of this lesson, students will be able to:

- understand conversations in which people make requests
- recognise and produce words which have letters that aren't pronounced
- use appropriate phrases for making and responding to requests
- role play a phone conversation and make requests
- use *First, ... Then, ... Next, ...* and *After that, ...* to make the order clear in writing
- write an online post about a trip to another place

- d** Individually, students think about their answers to the question. Students discuss the question in pairs. Take feedback as a class.

2 PRONUNCIATION

Syllables and spelling

- a** Play the recording for students to hear the pronunciation of *different*. Discuss the answer as a class. Write *different* on the board and hold your pen above the word. Ask: *Which letter don't you hear?* Play the recording again if necessary. Elicit and underline the *e* in the middle of the word. Ask: *How many syllables does this word have?* (two) and *Do you hear all the letters?* (no). Play the recording again for students to listen and repeat *different*. Listen and check they are pronouncing it as two syllables /'dɪfrənt/.

LANGUAGE NOTES

Syllables are units of sound which contain a vowel. In English, unlike in other languages, there isn't always a direct relationship between the way a word is spelled and how it is pronounced.

Sometimes, letters are not pronounced because a sound disappears in fast speech. For example, *different* can be pronounced /'dɪfrənt/ in unusual cases, if we are stressing it for some reason. However, in normal connected speech, it is usual to miss out the schwa sound /ə/ in the middle of the word (/dɪfrənt/). Many words which appear to have three or more syllables in writing (e.g. *interesting*, *camera*, *every*, etc.) actually 'lose' a schwa sound in connected speech.

- b** Play the recording for students to listen and underline the letters they don't hear. Check answers as a class, writing each word on the board and crossing out the letters that aren't pronounced. Say each word individually and ask students: *How many syllables do you hear in each word?* (restaurant 2, interesting 3, favourite 2, every 2, family 2, vegetable 3, camera 2).

Answers

restaurant, interesting, favourite, every, family, vegetable, camera

- c** In pairs, students practise saying the words in 2b. Monitor and check students are pronouncing the words without the schwa /ə/ sound which is normally lost.

3 LISTENING

- a 3.85 Point to the picture of Megan on the phone and Sophia with the clock. Write on the board: *The clock is really ____*. and ask students which word goes in the gap: *small* or *heavy* (heavy). Drill the word. In pairs, students guess the answers to the two questions about Megan. Elicit students' guesses and write them on the board, but don't confirm the answers yet. Play Part 2 of the video or audio recording for students to see if their guesses were correct. Check answers as a class.

Answers

- 1 James 2 She wants help.

Video/Audioscript (Part 2)

- MEGAN** Why don't you ... put it down?
JAMES Megan, hi! How are you?
M Hi James. I'm OK, thanks.
J Did you go to Henley?
M Yeah, and we're still here!
J Oh, right ...
M James, can you do something for me?
J Well ... yes ... maybe.
M Could you pick us up from the station later, please? In London.
J Mm ... OK. From where?
M Yes.
J OK. Is there a problem? Can't you take the Underground?
M No, it's just we've got this clock.
- J** Clock?
M Yes, it's very heavy. So ... could you meet us at the station, please?
J Why did you buy a clock?
M I didn't. Sophia bought it.
J Sophia?
M Yes, Sophia bought a very big clock.
J Oh, right, I see!
M So, can you help us, please?
J Sure, no problem.
M Oh, thanks, James, that's really kind of you.
J No problem.
M Bye.
J Bye. See you later.

- b 3.85 Play Part 2 of the video or audio recording again for students to listen to the conversation in more detail and underline the correct answers. Students compare answers in pairs. Check answers as a class. Ask: *What verb does Megan use when she asks James to meet them at the station in the car? (pick us up = meet us with a car).* Point to picture c. Say: *The clock is very heavy. What verb does Megan use to Sophia? (put it down).* Write these two phrasal verbs on the board.

Answers

- 1 take the train 2 clock 3 can

- c Students discuss the question in pairs. Take feedback as a class.

EXTRA ACTIVITY

Put students into pairs and give them one minute to make a list of things people sometimes ask for help with, such as computers, transport problems (like James meeting Megan and Sophia at the station), carrying or moving things, jobs around the house, or personal problems. Elicit students' ideas and collate them on one side of the board. Ask: *How do you feel about helping people with these things?* and write on the board: $\sqrt{\sqrt{\sqrt{\quad}}} = I \text{ like it}$, $\sqrt{\quad} = It's \text{ OK}$, $X = Don't \text{ ask me!}$ Students think about their responses, then compare opinions in pairs or small groups. Take feedback as a class. Which things do students like helping other people with? Leave the list on the board.

4 USEFUL LANGUAGE

Making and responding to requests

- a 3.86 Play the recording for students to listen and underline *can* or *could* in each request. Check answers and discuss the question as a class.

Answers

- 1 Can 2 Can 3 Could 4 Could
 Yes, it is.

LANGUAGE NOTES

Could usually sounds more formal than *can* in requests, and we tend to use *could* for requests which are more difficult for the listener to agree to. However, saying *please* and not using a flat tone in the question is by far the most effective way of making a request sound polite and will have more of an impact on the listener than the use of *could* instead of *can*.

LOA TIP DRILLING

Use this drill to help students use a polite changing tone in requests.

First, say this sentence twice – once with a flat tone and then again with a changing tone:

Can you take it for a minute?

Can you take it for a minute?

Ask: *Which sounds more polite?* (the sentence with changing tone).

Drill the four requests in 4a with a similar intonation. Put students into pairs to practise saying the requests without a flat intonation.

- b 3.87 Individually, students put the replies into the correct place in the table. Play the recording for students to check their answers. Check answers as a class. Draw attention to the fact that *no problem* means *yes*. Play the recording again and drill all the replies. Point out that when we say *no* to a request, we usually give a reason. Elicit some possible reasons (e.g. *I'm busy. I'm tired.*).

Answers

Yes	No
Of course.	No, I can't.
Yes, certainly.	I'm sorry, I can't.
Sure, no problem.	

- c 3.88 Individually, students complete the mini-conversations with the phrases in the box. Play the recording for them to check their answers. Check answers as a class.

Answers

- 1 Thanks, that's really kind of you. 2 Oh, OK, I'll do it then.

- d In pairs, students use the ideas to practise making and responding to requests. Monitor and check they are pronouncing the requests and replies correctly.

FAST FINISHERS

Ask fast finishers to have more mini-conversations like the ones in 4c. If you did the Extra activity in 3c, you can use the list of students' ideas about what people sometimes need help with that you wrote on the board.


5 SPEAKING

- a** Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give students one minute to look at the conversation map and think about what they're going to say. If you did the Extra activity in 3c, remind them of the list of things they discussed that people sometimes need help with.

Point out that they're going to do the role play as a phone conversation. Elicit the opening lines of a phone conversation and write them on the board:

A: (ring, ring ...) *Hello, it's (name).*

B: *Hi (name), how are you?*


- b**  In their A/B pairs, students role play the conversation they've prepared. They then swap roles. Monitor, but don't interrupt fluency. Note down correct usage of the target language from this lesson, as well as any mistakes with the target language. Correct errors as a class at the feedback stage and share the good examples too.

6 WRITING

- a** Give students one minute to read Sophia's online post and answer the question. They compare answers in pairs. Check the answer as a class.

Answer

The clock was quite expensive (£150).

- b**  Students go to Writing Plus 9C on SB p.158. Go through the information in exercise a with the class. Individually, students do exercises b and c. Check answers as a class. Tell students to go back to SB p.77.

Answers (Writing Plus 9C SB p.158)

b





1 First, 2 Next, 3 Then, 4 First, 5 After that, 6 First, 7 Next, 8 After that,

c

- 1 First, I went to a café. After that, I went to the park.
2 First, it was sunny and warm. Then, it was sunny and cold.
3 First, we went to a restaurant. Next, we saw a film. Then, we went home.
4 First, I finished work. Next, I went for a walk by the river. After that, I met Terry at the station.

- c** Give students ten minutes to prepare and write an online post about a trip to another place, using the ideas given. Remind them to use the past simple and words like *first*, *next* and *after that* for making the order clear. Monitor and help as necessary.
- d** Students read their partner's text. At the feedback stage, ask: *Do you like the activities your partner did?* and ask for examples.

ADDITIONAL MATERIAL

-  Workbook 9C
-  Unit Progress Test
-  Personalised online practice
-  Photocopiable activities: Pronunciation p.170

UNIT 9

Review

1 GRAMMAR

- a** Review some negative verb forms (including the past simple negative) by saying positive forms and eliciting the negative. Start by saying *is* to elicit *isn't*, and continue with *are* → *aren't*, *was* → *wasn't*, *know* → *don't know*, *likes* → *doesn't like*, *studied* → *didn't study*.

Individually, students underline the correct answers. Check answers as a class.

Answers

- 1 stay 2 take 3 didn't 4 have 5 didn't watch
6 didn't get

- b** Ask individual students some past simple *yes/no* questions (e.g. *Did you have a coffee this morning? Did you do your homework yesterday? Did you walk to school today? Did you go to a party at the weekend?*). Make sure students use the short answers *Yes, I did.* or *No, I didn't.*

Individually, students look at the answers and complete the questions. Check answers as a class.

Answers

- 1 Did you play 2 did you get up 3 Did you take
4 did you go 5 Did you use 6 did you have



FAST FINISHERS

Ask fast finishers to write more past simple questions with *What ... ? What time ... ? Where ... ? How ... ?* and *you* and a time expression. They can use these in 1c.

- c** Students ask and answer the questions in 1b in pairs. Take feedback as a class.
- d** Students correct the sentences. Check answers as a class.

Answers

- 1 Did you arrive last night? 2 Yes, I did. 3 No, I didn't.
4 What did you buy? 5 I didn't watch TV.
6 What did you cook? 7 We didn't visit Pedro yesterday.
8 Did you see the garden?



EXTRA ACTIVITY

Elicit some questions about travel and holidays, e.g. *How did you travel? What did you see? What was the weather like? Did you speak English? Did you see ... ?*

Write *I went to ...* on the board and tell students you are thinking of a place (a famous town or city, or a big town or city in the country you are in). They can ask you five past simple questions (except *Where did you go?*) before guessing up to three times where the place is.

Students then play the game in groups. Monitor and check students are using the grammar and vocabulary from Unit 9 correctly.

2 VOCABULARY

- a** Individually, students look at the pictures and unscramble the letters to make transport words. Check answers as a class.

Answers

- 1 train 2 taxi 3 underground 4 tram 5 plane 6 ship

- b** Students read the conversation and underline the correct weather words. Check answers as a class.

Answers

- 1 cold 2 snow 3 snows 4 rainy 5 windy
6 hot 7 cloudy

3 SOUND AND SPELLING

- a** **3.89** Individually, students find and underline the word in each line with a different marked sound. Play the recording for them to check their answers. In pairs, students practise saying the words.

Answers

- 1 car 2 camp 3 wind 4 take 5 cloud 6 drove

- b** **3.90** Write *cinema* and *different* on the board. Ask: *Do we pronounce all the letters in 'cinema'?* (yes) *Do we pronounce all the letters in 'different'?* (no – we say it as /'dɪfrənt/). Students write the words in the correct place in the table. Play the recording for students to check their answers. In pairs, students practise saying all the words.

Answers

We always say all the letters	We don't always say all the letters
beautiful expensive difficult museum	interesting camera lovely restaurant business favourite



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.