

## It sounds like a perfect day!

### LEARNING OUTCOME

learn how to discuss planning a walk in the countryside

#### WARMER

Ask students if they like going to the countryside or spending time in parks. Ask students what their favourite places are. Compare answers around the class. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to make plans for a walk in the countryside.

#### Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

#### Answers

The girls are walking in the countryside. They are looking at a map. They are smiling because they are enjoying the fresh air/getting exercise/being with friends/being in a natural environment.

#### Everyday vocabulary

- 2 Check students understand each category and elicit an example for each one. Then ask students to look at the words in the box and write them in the correct category. Encourage students to look up any unknown words in a dictionary, or ask other students.

#### Answers

**Geographical features:** lake; sea; beach; coast; island; hill

**Things to wear:** hat; walking boots; light clothes; sweatshirt; sunglasses

**Things to carry:** rucksack; map; sun cream

**Descriptive adjectives:** interesting; amazing; beautiful; spectacular; perfect; awesome

- 3 Ask students to work in pairs and brainstorm any other words they know and add them to the four categories. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

#### Possible answers

**Geographical features:** river; forest; ocean; waterfall; desert, mountain

**Things to wear:** trousers; jumper; coat; gloves; T-shirt; trainers

**Things to carry:** first-aid kit; torch; penknife

**Descriptive adjectives:** brilliant; excellent; exciting; great; ideal; incredible

#### Reading

- 4 Read the context for the situation aloud. Tell students that they are going to read a text message conversation between two friends, Sara and Alison. Tell them not to worry about understanding every word. They should read and find out what time Alison and Sara are going to get to the countryside. Ask students to check their answer in pairs, before checking as a class.

#### Answer

They are going to get to the countryside at about 10.30.

- 5 Ask students to read and answer the questions. They read the messages again to check, then confirm answers as a class.

#### Answers

1 On Sunday

2 By train

3 About one hour

4 They can see the sea and all the beaches along the coast.

5 A map

6 Because it is going to be sunny

#### EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and to find them in the messages, noting who says each one. Check the answers as a class. Ask students to practice saying the expressions.

#### Answers

You can see the sea. (Alison)

The views are spectacular. (Alison)

We are going to take a (train) out of the city. (Alison)

We can meet at (9 o'clock) at the (train station). (Alison)

What do I need to wear? (Sara)

Shall I bring some (food)? (Sara)

It's a good idea to bring (sunglasses). (Alison)

Don't forget to bring (water)! (Alison)

#### Over to you!

- 6 Students work in pairs and decide who will be A and who will be B. Ask them to read the instructions and follow the steps. Remind them to use expressions from the Toolkit and the messages in 4. When students have finished ask them to swap roles and do the task again using the other walk. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks.

Extension: Students repeat their dialogue orally with their books closed. Then students have another text conversation using real places in their local area.