



The place to be!

10

READING

topic: places

skill: understanding key information in short messages and everyday signs and notices

task: multiple choice (discrete); multiple-choice cloze

LISTENING

topic: various

skill: extracting key factual information from short, clear, simple announcements

task: multiple choice (text)

SPEAKING

topic: home

skill: answering questions on a topic and giving an extended response

task: interview

WRITING

topic: places to go on holiday

skill: writing an email invitation to a friend; writing a simple story describing main events

task: an email (invitation); a story

Lead-in SB p119

Ask students to look at the photo and say what they can see (a girl on a roundabout at a park/playground). Elicit or teach *playground* and *roundabout*. Ask students if they have any places like this close to where they live. Help students with any vocabulary such as *swings*, *slide*, *seesaw*, *skateboard kicker*. Ask students: *Do you hang out at the park with your friends? Why/Why not?*

Read through the questions with the class and put students into pairs or groups of three to discuss. Go round and monitor the groups. Note any interesting conversations, but don't interrupt students. Give them a couple of minutes, then elicit some points from some of the interesting discussions.

Model answers

- 1 My favourite place is our local leisure centre.
- 2 I usually hang out with my friends there at the weekend because there is so much to do. Sometimes we go swimming or we hire a badminton or squash court and have a game before eating at the café there.

Read the unit title with the class: *The place to be!* and ask students what they think this means (a popular place where many people go and interesting/exciting things happen). Then ask a student to read the quotation *I always feel happy here!*, and ask the class what they think this unit is about (places).

To start

Put students into pairs or small groups and ask them to talk about what they like about going to the beach and what they don't like. Elicit some ideas from the class.

Power up

- 1 Elicit the meaning of *spending the night somewhere* (to sleep there). Read the questions with the class and elicit a couple of experiences from the class, then ask them to discuss in pairs or groups of three. Give students 2–3 minutes to talk about the questions, then find out from each group who has had the most unusual experience.

Model answer

Our flight was delayed once so we had to spend the whole night sleeping in the airport. Luckily, we were going backpacking so we all had sleeping bags with us but it was a very long night. The bright lights and flight announcements made it impossible to sleep.

alternative: whole class



If you have a fairly large class, put bits of paper up around the room with each of the places written on them. Ask students to choose one of the places that they have slept in and go to that area of the room. Hopefully, there will be two or more students at each place. If not, ask students in larger groups if any of them has slept in one of the places that is looking a bit empty and ask them to move. Students can then tell each other about their experiences and decide as a group who had the most interesting or unusual experience in that place. Give students a few minutes depending on how big the groups are, then elicit feedback from the class.

Read on

- 2 Put students into pairs and ask them to read through the texts quickly and decide what kind of texts they are (1 leaflet/advert; 2 text message; 3 sign; 4 text message; 5 sign; 6 advert). Ask students why it's important to be able to recognise text types in the exam (because it will help them understand what the text is about).

Now ask pairs to match three of the texts to the places they discussed in Ex 1. Give students two minutes to do the activity, then elicit the answers and the places which didn't match (boat, coach, airport, train) and the texts which didn't match (2, 4 and 6).

1 castle 3 tent 5 hotel/tent

extra: whole class



Ask students to write a text for one of the places in Ex 1 which they didn't match with a text. As a class, brainstorm what kind of text might be suitable for each place. Write them on the board if you think it will help. Students can do the activity in class with a partner or on their own for homework. When they have finished, allow them to pin up their texts around the room for the rest of the class to read. Students can vote on their favourite by drawing a tick at the bottom of the paper.

exam task: multiple choice

- 3 **e** Read through the instructions with the class. Ask what they should always do before they begin an activity like this (underline key words in the options). Give students time to do this, then elicit what they have underlined.

Ask the class to complete the activity alone as if it was the exam. Give them a time limit if you want. You could allow students to check their answers in pairs first or just check the answers as a class.

- 1 B (The text says children are free.)
- 2 B (The message is an invitation, meaning that Hannah hopes Jess will go to the cinema. She doesn't say who should buy the tickets or how they should buy them.)
- 3 B (It says there should be quiet between 10 p.m. and 7 a.m., which is the night time. There are no ball games allowed at all and it doesn't say you have to be quiet all the time.)
- 4 C (Daniel's message says, 'Can you tell the teacher?'; it's about information to pass on to the teacher, not information for Tom.)
- 5 C (Children must be with an adult – there is no swimming in the evening and the pool is only for people who are staying at the hotel/campsite.)
- 6 A (The camera 'takes great photos'. The answer isn't B because the camera is 'five years old'. The answer isn't 'C' because the buyer needs to buy new batteries, not Lily.)

- 4 Elicit where this is and ask students to read the text quickly to check. Ask them if they can name the river (Seine). Can anyone also name the famous church in the background? (Notre Dame Cathedral)

Ask students why it's important to read the text quickly first before they answer the questions (to get a general idea of what the text is about).

Paris

background information



Famous artificial beaches:

- Tropical islands resort, Germany: has the world's largest indoor pool, a 660-foot beach, a lagoon with waterslides and waterfalls, and a rainforest of 50,000 plants.
- Streets Beach, Brisbane, Australia: This beach is within a larger park containing restaurants, cafes and markets. Every year the beach is topped up with 70 tonnes of sand to keep it in good condition. The area was once part of Brisbane River.
- Odaiba beach, Tokyo, Japan: this 800-metre beach is built on an entirely artificial island in the centre of Tokyo. Unfortunately, the water quality is not good enough to go for a swim but there are many shopping malls to visit close by.
- Larvotto Beach, Monaco: Next to the beach was once the most expensive street in the world to live on. Apartments cost \$75,000/m².

exam task: multiple-choice cloze

5 e For stronger classes, you could ask students to try to complete the text as an open cloze first, i.e. without looking at the multiple-choice options, then check their answers in the options. Alternatively, ask students to do the task as an exam task – individually and without talking to their classmates. Give them a time limit if you wish.

When you have checked the answers, ask students if they know of any other artificial beaches. You could read them the information in the Background information box, then discuss whether students would like to visit any of these beaches and why/why not.

- 1 B (*strange* because it's unusual to have a beach in the middle of a city.)
- 2 A (The preposition *of* always follows *capital city* and precedes the name of the country – in this case, France.)
- 3 B (*every*: a determiner meaning 'each')
- 4 C (*along*: a preposition meaning 'by the side of')
- 5 A (*early*: an adverb meaning, in this case, 'before everybody else')
- 6 C (the past participle of *become*, meaning 'has started to be')

extra: fast finishers

Ask fast finishers to look at the incorrect options in the questions and say why each of them is incorrect. If the fast finishers are not a long way ahead of the rest of the class, you could give students just one question each. Elicit the reasons why the options are incorrect when you check the answers to the main task.

Speak up

7 Read the instruction and give students a couple of minutes to do the activity. For weaker classes, you could first brainstorm ideas on the board, (e.g. the environmental costs of moving sand from nature). Encourage students to give full answers and reasons during their discussion and in their feedback to the class.

Model answer

I think city summer beaches are a great idea because they give people the opportunity to experience going to the beach if they can't get to the seaside. It's a great way for people to relax and unwind from school or from work.

Fun footer

Read the fun footer with the class. Put students into pairs to each find one more beach fact using the internet. If you don't have access to the internet in class, or it isn't appropriate to use it, ask students to tell each other about the most interesting or unique beach they have ever visited or heard of.

To finish

Students work in pairs to research one of the other artificial beaches mentioned in the Background information box using the internet (you could write them on the board). Give students time to find out some more interesting facts about their beach, then create a one-minute tourist presentation for the class. They should try to persuade the students to come to their beach. At the end of the presentations, have a class vote on the best presentation (not just the best beach).

Presentation Tool:

Unit 10, Reading

Workbook / Online Practice:

WB pp80–84

Sum up

6 Weaker classes can do this activity with their books open so that they can look back over the text to find language to help them. Otherwise, ask students to close their books and attempt the activity from memory.

Possible answers

Paris and its beaches are many miles from the sea.

Paris gets its own beaches in July and August.

It takes 5,000,000 kg of sand to create the beaches along the river.

The beaches are free.

The beaches get very busy.

Visitors enjoy building sandcastles, relaxing and playing volleyball.

LISTENING SB p122

To start

Put students into pairs and ask them to talk about why it's important to have friends. Give the class two minutes for discussion, then elicit ideas from the class.


Power up

- 1 Read through the question with the class. Put students into small groups and ask them to discuss where they go both during school and in their free time. Allow 3–4 minutes for discussion, then elicit some ideas from the class. As a follow-up question, ask the class as a whole what things they talk about with their friends. Elicit ideas from volunteers.

Model answer

If I'm at home, I usually video chat with my friends online on my smartphone. It's the easiest way to chat and it's free. Sometimes we'll arrange to meet up and go to a coffee shop for a chat, or we'll go bowling. At school, we can chat in the school café at lunchtime or in the playground afterwards.

exam task: multiple-choice

- 2  10.1 Read through the instructions with the class. Note that in the Cambridge A2 Key for Schools exam, each answer option is on a new line.

Give the students a minute to read the questions and answer options, and underline the key words. Play the recording twice, then elicit answers from around the class.

- 1 C (– We could just go into town. I need new football boots.
– Me too. OK, cool.)
- 2 B (I'm not happy that some of you are coming five, ten minutes late each week. If you want to stay on the team, you can't be late.)
- 3 C (We're surfing today and it's perfect weather as it's quite windy.)
- 4 A (I don't really like history but that was fun.)
- 5 B (this year I got some headphones.)

Speak up

- 3 For stronger classes, students could try and complete the sentences from memory and then listen and check.

- 1 concert 2 team 3 shorts 4 documentary
- 5 mobile phone

- 4 Give students an example by telling them about the best birthday present you have had and the best one you have given, (or see the answer key for an idea). Students work in small groups to discuss the questions. Then elicit feedback from the groups. Stronger classes can do Exs 4 and 5 together.

Possible answers

I think the best present I've ever had was a new guitar and some lessons from my family. The best present I've given to someone else was a picture of my parents' house which I drew for them for Christmas. It took me nearly a month and they loved it!

- 5 Elicit the meaning of *surprise* (something that is unexpected or unusual). Ask students what usually happens when you have a birthday surprise (someone usually does something nice for you which you don't know about and don't expect, e.g. a surprise party with all your friends). Give students time to tell each other their opinions of birthday surprises (remind them that they must give reasons for their opinions), then elicit some feedback from the class. Make sure that you get feedback from at least one person who likes surprises and one person who doesn't.

Possible answers

I think birthday surprises can be fantastic or they can be really embarrassing for the person whose birthday it is, so you have to be really careful about what you plan and who you plan it for. For example, don't organise a surprise birthday party for someone who is really shy – they might prefer to go to the cinema with a few friends instead.

To finish

Elicit what a *party planner* is (someone whose job is to plan parties). Put students into groups of four and tell them they have six minutes (more if you have time) to plan parties for the following people: a four-year-old boy, a 15-year-old-girl and a 50-year-old woman. Tell them to think about where each party will be, what the people will do at the party and what they will eat. They have a budget of €200 for each party. Time the students, then elicit ideas. At the end of the activity, have a class vote on who has the best ideas for each person.

Presentation tool:

Unit 10, Listening

Workbook / Online Practice:

WB pp86–88

Audioscript:

SB p158

SPEAKING

SB p123

To start

Split the class into two teams. Tell the class that they are going to play a racing game. They must draw and guess as many rooms of a house as they can in two minutes. Invite one student from each team up to the board and give them a marker pen to draw with. Draw two squares on either side of the board to represent a room. The students at the front of the class then have to think of a room each and start drawing the things in that room (e.g. for a bathroom, they should start drawing a bath, a shower and a sink). Students from their team can guess which room it is. When they have guessed correctly, the student writes the word on the board and sits down. The person who guessed correctly takes their place and draws a new room, each student adding to the list of rooms. The team with the most rooms on their list after two minutes is the winner.

Power up

- 1 Refer students to the lists of rooms on the board from the To start activity as inspiration, and time them for the activity. When the time is up, ask a pair to share their adjectives with the class. Write them on the board and ask further pairs for any other adjectives to add.

Possible answers

big, bright, cosy, dark, flowery, long, new, old, patterned, small, tall, wooden, worn, etc.

alternative



To save time or for a larger class, split the class into larger groups and have each group brainstorm a different room and the furniture that goes in it.

- 2 This activity is best done as a circulation activity. Ask the students to get up and move around the room, asking their classmates the questions. Tell them to try to get a different name for each answer, so once somebody has answered yes, tell them to move on to another person. At the end of the activity, elicit some names from the students. Ask stronger students to think of and ask follow-up questions for each question. They should record the answers and report the information back to the class during class feedback.

alternative: whole class




This activity can also be done as a class survey. Ask students to copy down the questions into their notebooks and leave a space on the right of the page for them to record the number of students who answer yes for each question. Instead of moving to a new student, they should ask each student all of the questions. If you have a large class and time is short, you could have each student ask one of the questions, then you will end up with the same information. You can then record the results in a bar chart on the board as a class.

extra




Ask students who answered yes to any of the questions to describe their apartment, house, etc. using some of the adjectives from Ex 1.

Speak up

- 3 Elicit where students think these homes come from, (Possible answers: A UK, B northern Europe, C southern Europe). Ask students to support their opinions with reasons but say that there are no right or wrong answers. Elicit the names of the types of homes (A terraced house, B apartment block/block of flats, C bungalow). Ask the Ex 3 question to the class and elicit ways students think their homes are different from each photo. Some of the adjectives on the board from Ex 1 may help them.
- 4  10.2 Play the recording for students to write the answer A, B or C for Tomas. Check the answers around the class.

Tomas lives in the apartment – photo B. (*My best friend lives on the floor above us.*)

- 5  10.3 Tell students that they are going to listen to the recording again to complete the questions and sentences. Stronger classes can try to complete the questions and sentence first, then listen to check. Check the answers around the class by asking students to read out the full question/sentence, checking students' intonation.


- 1 do you live with
- 2 your favourite room in your home
- 3 what you like doing at home

- 6 Play the recording again if necessary, then elicit the answer. Elicit or explain that in the exam the first two questions prompt short responses but that the *Tell me about ...* part requires an extended response. This is why Tomas gives a longer answer.

For question 3 Tomas gives a longer answer as it's more of a description.

exam task: interview

↪ SB p147

- 7  Split the class into A and B pairs. Tell students to do the activity as if they were in the exam, i.e. Student B roleplaying the candidate should look at the examiner when replying and remember to be polite and cheerful. Student A roleplaying the examiner should try to offer some constructive feedback for Student B. Allow students 3–4 minutes – the time they have in the exam – then ask them to swap roles. Go around and monitor students, but don't provide any feedback on their performances until the end of the activity.

Speaking extra

- 8** Review the vocabulary on the board from Ex 1 and ask students to tell you which of the adjectives are negative. If there aren't any/many negative adjectives, brainstorm some now, then briefly review *too/not enough* with the students. Put students into pairs or groups of three to discuss the question for 3–4 minutes, then elicit some ideas.

Model answer

My bedroom is too dark. I want to paint it a lighter colour, perhaps yellow so that it's nice and bright in the mornings when I wake up. I'd also love to have a garden. We live in a large apartment block so if we want to chill outside then we have to go all the way to the park, four streets away.

To finish

Put students into pairs and tell them to each think of a home where someone lives. It can be someone on TV or that they have read about, and it can be unusual, e.g. a castle or a boat. Their partner asks them questions to try to find out what kind of home it is, but their partner can only answer *yes* or *no*. Once they have guessed correctly, the other student takes a turn guessing.

Presentation tool:	Unit 10, Speaking
Workbook / Online Practice:	WB p89
Speaking file:	SB p147
Audioscript:	SB p158

WRITING SB p124

To start

Look at the pictures on p124 with the class and ask students to say what they can see and where they think the places are. Split the class into three groups (or six if you have a large class) and allocate one photo to each group. Ask the groups to imagine they are going to this place on holiday, and to come up with some holiday activities they can do while they're there. Give students four minutes to brainstorm, then elicit ideas from the class.


Model answer

We looked at Picture A, the house/villa by the sea. The activities we thought of for this holiday were: swimming, snorkelling, sunbathing, going to a local market, eating out at a restaurant, visiting local historical sites.


Power up

- 1** Students can stay in the same groups as in the To start activity and answer the question, giving reasons and incorporating some of the activities from the To start activity. Give students a couple of minutes, then elicit some ideas from each of the groups.

Plan on

- 2**  10.4 Tell students that they are going to listen to the recording to match the speakers (1–3) with the pictures (A–C). Check the answers around the class.

1 B 2 C 3 A

- 3**  10.5 Tell students that they are going to listen to the recording again. Check their understanding of the task by asking them how many pieces of information they need to listen out for for each speaker, and what they are (three: like, not like and travel). Check the answers around the class, listening back to clarify anything that was unclear to the students.

- 1** She says the apartment wasn't very big, but had amazing views of the city. She travelled by plane.
- 2** He says there were no cars on the campsite so they could play ball games anywhere, but he says the birds in the forest made a lot of noise and woke everyone up early. He travelled by car.
- 3** He says the house was right next to the beach. It was modern and had a TV in every room. He doesn't mention anything he didn't like. They travelled by train, ferry and taxi.

10 The place to be!

WRITING (Continued)

Write on

exam task: email

→ SB p149

- 4 e** Students can either do this task for homework or in class under exam conditions. Check students' understanding by asking what information they need to include (all of the information in the three bullet points). Remind students to plan their answer. They can do this by writing the information they are going to include for each bullet. Elicit from the students what greeting they will need to use for this type of email.

Alternatively, you might prefer not to prompt students and just set the task as an exam-style task.

Allow students 10 minutes to complete their email on their own. Take in the students' work and, if there is time, review the students' answers while they are writing their stories in Ex 8.

Model answer

Hi Sam,
Would you like to go camping next weekend? I'm going with my parents and my brother. We're going to a really great campsite in the forest. We'll drive there. My dad can collect you from your house on Saturday morning. I hope you can come!
Jack

Power up

- 5** Students could use the photos on page 124 for inspiration: ask the class if they can see anything *amazing* in any of the pictures, e.g. an amazing view in picture B. Give students two minutes to work through the words with their partner, then elicit some ideas from around the class.

Possible answers

amazing views	friendly waiter
beautiful beach	interesting museum
big swimming pool	modern apartment
busy town centre	quiet street
fast train	

alternative



You could allocate one adjective to each pair and ask them to think of as many things as they can for their adjective. Give them one minute then ask pairs to share their ideas with the class.

- 6** Students can stay in the same pairs to brainstorm opposite adjectives. Allow one minute for the activity, then elicit answers.

Possible answers

amazing – terrible/awful	friendly – unfriendly
beautiful – ugly	interesting – boring
big – small	modern – old
busy – quiet	quiet – noisy
fast – slow	

Plan on

- 7** Put students into pairs to answer the questions. Remind students that the process of answering questions like this is the way that they should prepare their answer for the story-writing task in the A2 Key for Schools exam. Go around the class and help students with any vocabulary such as *speedboat*, *fishing boat*, *fishing*. Elicit ideas from the class, but explain that there are no right or wrong answers, so students don't need to change their own answers if they don't want to.

Possible answers

- 1 A teenage boy and an older man – possibly a relative such as dad–son, uncle–nephew or grandad–grandson.
- 2 They're in a port or harbour and then on a boat.
- 3 The boy is daydreaming of going on a speedboat. He arrives and realises it's an old boat. Then he's sitting on the boat fishing.
- 4–5 The boy looks excited in the first picture because he thinks he's going on a fast boat. In the second picture he looks sad because the boat is small and old. In the last picture he looks happy because he's enjoying himself and the boat is more fun than he thought.

exam task: story

→ SB p150

In the Cambridge A2 Key for Schools exam, the Writing task does not have a detailed lead-in as is provided here in Ex 7. Here there is a lead-in to help students with ideas for content and how to structure their writing.

- 8 e** Ask students to work alone to answer the question under exam conditions. Give them 10 minutes to complete their story.

Model answer

Last week Tom went on holiday with his uncle. His uncle had a boat and Tom was really excited. It was his first holiday on a boat. What was his uncle's boat like? Tom thought about expensive fast boats. On Saturday morning he met his uncle. His uncle took him to his boat. What a surprise! It wasn't a big fast boat, but a small, old, slow one! Tom felt sad. However, Tom actually had a great time on his uncle's boat. He learned to fish. It was lots of fun!

To finish

Put students into groups of four and ask them to take turns to read out their stories to the group. The rest of the group can then give peer feedback on the story. They should try to say what they found interesting.

Presentation tool:

Unit 10, Writing

Workbook / Online Practice:

WB pp84–85

Audioscript:

SB p158

Writing file:

SB pp149–150