



# Are we there yet?

# 6

## READING

topic: how do you like to travel?

skill: reading for specific detail

task: multiple choice

## GRAMMAR

talking about the future: *be*

*going to* and *will*

present continuous for future

## VOCABULARY

travel and transport

travel verbs

## LISTENING

topic: What makes your holidays fun?

skill: identifying information in a conversation

task: matching

## SPEAKING

topic: Do you prefer winter or summer holidays?

skill: asking about the future

task: talk about plans

## WRITING

topic: school trips

skill: answering three content points

task: an email

## SWITCH ON

video: underwater adventures

project: class holiday plan

## Lead-in SB p71

Ask students to look at the photo and say what they can see (dogs – huskies pulling a person on a sled). Ask: *Why do you think the person is on the sled?* (He/She is going somewhere.) Elicit or teach *He/She is travelling*. Ask students around the class: *Do you like travelling? Do you travel often? Where do you go? Who do you go with?*

Read the quotation *Sometimes the journey is the best bit!* to the students. Ask students what they think this means (getting there can be as fun as arriving).

Look at the title of the unit *Are we there yet?* and elicit what someone who asks this might mean (that they are on a long journey and they're bored; they want to arrive). Ask students what they think Unit 6 is about (travel).

Read through the questions with the class. Ask students to discuss the questions in pairs or small groups, then elicit some ideas from the class.

## Possible answers

- 1 car, bus, coach, tram, train, aeroplane, helicopter, boat, ferry, ship, bicycle, motorbike, sled ...
- 2 I enjoy travelling by plane and also by boat, but I really don't like travelling in the car when we go camping. I have to sit in the back with my little brother and he's really boring!
- 3 Last year we went away on a school trip for three days. It was by coach and it was really good fun because I spent the whole journey chatting with my friends.

# READING

SB pp72–73

## To start

Put students into pairs and ask them to think about the types of transport that they discussed in the lead-in. Ask them to discuss which ones they think are the good ways of travelling; which are bad?

Tell students that the topic of this lesson is *how do you like to travel?* Write this phrase on the board and ask students for their own ideas on how they like to travel. If students have had limited experience travelling, ask them which way(s) they would like to try.

## Power up

- 1 Look at the photos with the students and elicit the method of travelling in each one (A tuk tuk; B train; C coach). Ask students to share their experiences if anyone has been on any of these. Then have students read the questions and elicit some ideas from around the class. Alternatively, put students into pairs to discuss.

### Model answers

- Tuk tuks are great! We don't have tuk tuks in our country. They are very different, so you really feel like you're on holiday.
- Travelling by train is a great way of seeing the countryside of a country.
- Travelling by coach is the best way to see lots of places in a short time, but it's a bit boring sitting down all the time.

- 2 If you have students from different countries, make mixed-nationality pairs. Allow students to discuss the question, then elicit ideas from the class.

## Read on

- 3 Ask students to read the interview on their own and put the photos in the correct order. When they have finished, ask them to check their answers with a partner before you go through the answers as a class.

1 B 2 C 3 A

### alternative: mixed ability



For stronger classes, tell students they only have thirty seconds to read the text and find the information – write the time on the board (0:30) to make it clear. Tell them they shouldn't read the whole text carefully, but 'scan' the text to find the information.

## exam tip

Read through the exam tip with the class. Tell students that there are always five questions in this exam part.

Ask students why they think it's a good idea to read the questions before they read the text (because it will help them find the answers more quickly and they do not have a lot of time in the exam). Ask students what they should do while they are reading the questions (underline the key words), and elicit why they need to do this, (to help them locate the answer and to make sure they have the correct information). Ask students to underline the key words in each question, then compare their underlines with a partner. It might help students to know that all the questions are in the same order as in the text, so once they have found an answer, they should underline it, so they know they have to look below this for the next answer.

### exam task: multiple choice

This is an exam-style task. Note that the Cambridge A2 Key for Schools exam task rubric is slightly different than what is used here: *For each question, choose the correct answer.* Additionally, the exam text is usually slightly shorter than the one in this unit.

- 4 e Ask students to work on their own as they would in the exam. Give students ten minutes to complete the task, which is slightly more than they would have in the exam, and remind them to leave time at the end to check their answers. Elicit answers around the class and if you have a bigger class, ask other students to read the part in the text which gave them the answer, to give more students an opportunity to answer.

- 1 C (*Mum's Welsh but Dad comes from Argentina.*)
- 2 A (*I think cold weather's better for travelling.*)
- 3 A (*there wasn't anything interesting to see*)
- 4 B (*The best thing about the tuk tuks in Portugal is that they don't make much noise.*)
- 5 A (*And most of all, don't forget to take lots of water.*)

## Sum up

- 5 Put students into pairs and ask them to close their books. Time the class for one minute while they try to think of (and make a note of) as many facts as they can, then ask pairs how many they got. Elicit facts from the pair who had the fewest, then ask other pairs to add any facts not previously mentioned until you have the full set.

### Possible answers

He lives in Wales.  
 His mum's Welsh.  
 His dad's from Argentina.  
 This year he's going to travel around Morocco.  
 He's going to ride a camel in the Atlas Mountains.  
 He likes fast transport, e.g. high-speed train.  
 He doesn't like slow transport.  
 He once went away with a basketball team.  
 He travelled all night on a coach.  
 He isn't going to do that again.  
 He wants to ride a tuk tuk in Portugal. He likes them because they're electric.  
 He always takes his mobile and headphones with him when he travels, as well as food and water.

## Speak up

- 6 Students can remain in the same pairs as Ex 5 for this activity. Repeat the same procedure as in Ex 5.

### extra

When students have brainstormed their ten most useful items, create a bar chart on the board as a class to determine the most popular items: draw a line along the bottom of the board for the horizontal axis. Along the line, mark out 10 markers and between each one, write 10 items – elicit these from a strong pair, and one who you know have chosen fairly standard items rather than very unique things that no one else will have. Along the vertical axis draw markers for every student – or for every five students depending on the size of your class. Go back to the useful items on the horizontal axis and ask, for each item: *Who chose ... ?* and ask students to put their hand up. Mark the number of students for each item on the horizontal axis and do this for all 10 items. You should now have a complete bar chart showing the popularity of all 10 in the class. Elicit from the class which is the most popular item from the bar chart, and which was the least popular.

Then ask students to propose an item from their own list that they think will be more popular than the least popular one currently in the bar chart. Check how many students had that item (with a show of hands), then replace it in the chart if it does indeed prove to be more popular. Keep going, replacing items, until you have (roughly) the most popular ten items in the class.

Ask the students: *Do any of the items in the bar chart surprise you? Why are some items less popular than others?* (because some are needed only for very specific types of holidays). Then ask the students to share with the class some of the more unique items on their lists and say why they chose them.

### alternative

Do this activity as a game with the whole class or in groups. This game is similar to the memory game *I went shopping and I bought ...*. Write on the board *I went on holiday and I took ...*. Ask a confident student to complete the sentence, e.g. *I went on holiday and I took some trainers*. Continue the list: *I went on holiday and I took some trainers and some headphones*. Put students into groups of three or four and tell them to continue the game or play as a class. If a student makes a mistake or can't remember the list, then they are out. Students should continue the game until there is a winner.

## Fun footer

Read the fun footer with the class. Tell students about any special transport you have in your country/town, e.g. *In London there are black cabs (=taxis). It is very difficult to become a black cab driver. You have to pass a test called the knowledge, which takes people 2–4 years to learn.* Ask the class if they have any special transport in their city or country.

## To finish

Elicit or teach *tour* a holiday (or an activity in a holiday) in which you visit lots of different towns, places, sights, etc.). Divide the class into groups of around 3–4 and tell them they are going to design the perfect 'tour' holiday. Give students 30 seconds to come up with an interesting country which they think would be ideal for a tour holiday. Ask them to write the country on a piece of paper, then collect the pieces of paper from the groups and redistribute them so that each group has a new country.

Give groups five minutes to brainstorm places to visit on the tour and different types of transport for the journey. If it's appropriate, tell groups that they can use the internet to research places in their given country if they think they need to. Alternatively, if students don't have access to any research resources such as the internet, you could have them keep their own papers as they are more likely to know the information for the country they chose themselves.

After five minutes, invite each group to present their tour holiday idea to the class. Have a class vote on the best idea at the end.

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 74 of the Student's Book for homework, and to read the Grammar reference section on talking about the future on page 138.

Also share the PowerPoint Grammar Presentation on talking about the future with them. Tell them to write down any questions they have on this or the Grammar reference section, and say that you will go over these in the next lesson.

Presentation tool:

Unit 6, Reading

Workbook / Online Practice:

WB p48

Extra Practice App



## GRAMMAR SB p74

## To start

Put students into pairs and ask them to tell each other what the fastest transport is that they have been on. Then they should discuss the slowest, the most fun and the most boring. Write the words on the board if you think it will help. Give students 3–4 minutes to discuss in pairs, then ask pairs to share some of their experiences with the class.

## Model answers

I think the fastest transport is definitely the plane – we went to Portugal last year for our holidays.

The slowest has got to be walking – does walking count?

I guess the most fun was riding on a ski lift all the way to the top of a mountain. It was such a long way down!

The most boring was going on a ferry to a Greek island. The journey was eleven hours and there was nothing to do. What's the fastest transport you've been on?

## alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB p138

- 1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the exercise and go over any questions students have from the Grammar reference section or from the PowerPoint presentation, if you used it.

If you didn't use the flipped classroom approach at the end of the Reading lesson, go over the grammar box now with the class.

Tell students about your weekend plans, e.g. *On Saturday, I'm going to watch a film at the cinema with my friend Amy.* Write the sentence on the board. Ask: *Does Amy know?* (Yes – we decided together.) *When did we decide to go?* (in the past – not the present). Say: *The film will be great.* Ask students if I *think* or *know* it will be great (I *think* it will be great – I'm making a prediction). Say: *It will be dark when we come out.* Ask students if I *think* or *know* it will be dark (I *know* – I know what time it gets dark and I know what time the film finishes).



Read through the explore grammar box with the class, then ask students to complete the gaps on their own and check their answers in pairs. Elicit answers from the class and check for any difficulties.

Ask students to read through the Grammar reference on page 138 of the Student's Book if they haven't already done so for homework.

1 're going to 2 are you going to 3 won't be 4 Will

## watch out for

Tell students that we don't use *will* for predictions about the very near future, which are based on information we have in the present, e.g. *Look at the traffic – we're going to be late.* We use *going to* instead.

- 2   6.1 Read through the instructions with the class and play the video or audio recording. Elicit answers around the class.



A 1 B 2 C 1 D 1 E 2 F 2

## alternative: mixed ability



For weaker classes, pause the recording after each speaker and ask students whether they think the speaker is talking about something they have decided to do or a prediction about what might or will happen, then play the speaker again and ask them to choose the correct question. Check answers around the class making sure students understand why each question is correct in each case.

For stronger classes, don't check the answers to Ex 2 until you have completed Ex 3, then ask students to check in pairs that their answers from Ex 3 match the correct question from Ex 2.

- 3   6.2 Tell students that they are going to watch or listen to the same speakers again. This time they should listen and complete the sentences with the verb forms that they hear. With weaker classes, you could pause the video or recording after each speaker to give students more time to write the answer.

A 'll live B 'm going to visit C won't live, will travel  
D will live, 'll live E 'm not going to do F 'm going to visit

- 4 Do this activity in two parts. For weaker classes, quickly review the grammar box to determine which verb form to use for plans (*going to*) and which one to use for predictions (*will*). Ask students to write the sentences using the prompts and the verb in brackets, then decide if the sentence is about a plan or a prediction. When students have finished, ask them to compare their answers in pairs, then check answers as a class.

In their pairs, students then talk about whether the sentences are true for them. Encourage them to say more if they answer that it's true for them.

- 1 My friend is going to come on holiday with me next summer. (Pl)  
2 I think we'll have a school trip soon. (Pr)  
3 My parents won't drive me to school tomorrow. (Pr)  
4 I'm not going to see my friends this evening. (Pl)  
5 I don't think we'll have any homework tonight. (Pr)

- 5 In their same pairs, ask students to share their ideas, then get feedback from the class.

## Model answer

I'm not really sure but it looks like a flying bike!

- 6 Ask students to read the title and say what they think the article is about (a flying bike). Students should then read the article and fill in the gaps on their own. Check answers as a class. Encourage the students to use contracted forms (*'ll* instead of *will*, etc.) but accept both answers.

1 'll 2 won't 3 are you going to 4 're going to  
5 Will 6 'll

## Speak up

- 7** Before students talk about their plans and predictions, ask them which of the phrases they might use *going to* with, and why. (*At the weekend* – because it's in the near future and they are likely to have plans and *Next summer* for the same reason) and which phrases they might use *will* with (all the other phrases – because they are far in the future, so students probably don't have plans for these yet). Put students into pairs and ask them to talk about the future.

While students are discussing the questions, go around the class and help with any problems with the target language. Allow 3–4 minutes for discussion, then elicit ideas from the pairs.

### Model answers

When I finish school, I'm going to cycle home and do my homework before dinner. At the weekend, I'm going to study round at my friend's house because we have exams soon. Next summer, I'm going camping with my class at school. I can't wait for that!

In five years, I will be at college. I want to study chemistry. When I'm 25, I will be old!

## Fun footer

Read the fun footer with the class. If students have access to the internet and it's permitted in class, students could try to find out which two stations the fun footer is talking about (Leicester Square to Covent Garden). Can students find these stations on a tube map? If you have the facility, you could show the map on the white board.

Do students know any other interesting transport facts? Again, they can look these up on the internet if they have the facility and it's appropriate.

## To finish

Tell students they are going to play a game called *Actually ...*. Put students into pairs and tell them to take turns to talk about things they think will happen in the future. When they hear their partner's idea, they reply with *Actually, I think ...* and a different idea. Demonstrate with a strong student: ask them what they think the weather will be like at the weekend:

A: *It will rain at the weekend.*

B: *Actually, I think it will snow.*

Write this further example on the board:

A: *The party on Saturday will be fun.*

B: ...

Ask students to continue in their pairs. Allow students 2–3 minutes to make their predictions. While they are talking, go around the class and correct any mistakes with the target language.


Presentation tool:	Unit 6, Grammar
Workbook / Online Practice:	WB p49
Photocopiable activity:	6A
Grammar Reference and Practice:	SB pp138–139
Audioscript:	SB p155
PowerPoint Grammar Presentation:	Unit 6, Grammar
Extra Practice App	

# VOCABULARY SB p75

## travel and transport

### To start

Put students into groups of four and tell them to think of a new idea for a type of transport like the flying bike. Tell them they will present their idea to the class. (If you have a large class, put students into larger groups for a shorter presentation section). Tell them they will need to draw a diagram on the board to explain their idea to the other students. Tell them the group with the silliest idea wins. Give students 3–4 minutes to brainstorm in their groups then invite groups to present their idea to the class. Have a vote at the end on the silliest idea and ask students why their choice is the silliest idea.

- 1**  **6.3** Read through the words in the box with the class and check for understanding. Explain to students that they are going to hear the sounds each type of transport makes and they should write the number next to each word.

1 ship 2 coach 3 bike 4 helicopter 5 motorbike  
6 ferry 7 train 8 plane 9 underground 10 tram

- 2** Ask a student to read the instruction to the class, then ask students to complete the table with a partner. Check answers as a class.

air: helicopter, plane

sea: ferry, ship

land: bike, coach, motorbike, train, underground, tram

- 3** Due to L1 interference, some students might get some incorrect answers, so allow students to check their answers in pairs before getting feedback from the class.

A take/drive (a bus/coach) B fly/take (a plane)  
C drive/take (a tram) D ride (a bike/bicycle)  
E ride/take (a train) F ride (a motorbike) G drive (a car)  
H sail (a ship/ferry/boat) I ride (a horse)  
J drive/take (the underground)

## explore language

Read through the explore language box with the class. Ask students some personalisation questions to check their understanding, e.g. *How do you get to school? I go by car / I get the bus.*

- 4** For weaker classes, look at question 2 together and elicit the preposition after the gap (*by*). Refer back to the explore language box if necessary and ask students which verb goes with *by* (*go*). Also look at question 6 together. Ask a student to read the gapped sentence. Ask: *What is Elena's mum's job?* (train driver) *Does she catch the train or drive it?*


1 ride 2 go 3 sail 4 fly 5 catch 6 drive

## 6 Are we there yet?

### VOCABULARY (Continued)

#### extra

Put students into pairs and tell them to take it in turns to say one of the verbs in the box in Ex 4 and challenge their partner to say a sentence about themselves using the verb. Their partner has to guess whether the sentence is true or false. Students get a point for guessing correctly and a point if their partner doesn't guess correctly. Give students three or four minutes, then elicit from the class who got the most points.

- 5  6.4 Read through the words in the box with the class, and elicit the meaning of platform (the raised place beside a railway track where you get on and off a train in a station). Ask where you find a platform (in a train station). Put students into pairs to ask them to spend one minute brainstorming words they might hear on the recording in each situation. Do the first one as a class: elicit words from the class, e.g. *plane, ticket, suitcase, waiting lounge*. Allow students to do the same for the remaining words, then elicit ideas from the class.

Remind students that there are two extra places that they don't need. Play the recording, then elicit answers from the class.

1 car park 2 bus stop 3 airport 4 port  
extra places: train station, platform

- 6 As this is an exam-style task, ask students to complete the task alone, then check answers as a class. Each time one student has answered, ask a second student for the reason why that answer is correct, e.g. 1 *went* is the past tense of *go* which we can use with *by* to say how we travel somewhere. Refer students back to the explore language box, if they're struggling with an explanation.

1 went 2 airport 3 caught 4 underground  
5 train station 6 platforms

#### game on

Note that if your class all come from different countries, you might need to stick to capital cities that everyone will know. Read through the instructions with the class, then invite a student to say a place. Encourage students to think of fun and inventive ways to reach places, especially if the simple answer will usually be *take a plane*.

## To finish

Ask students if they have heard of Concorde and elicit what it is (a plane which flew faster than the speed of sound – a supersonic plane). If you have access to the internet in class, you could show them a photo on the IWB. Put students into pairs and ask them to research Concorde online. Give them one minute to find as many facts as they can about Concorde. At the end of the minute, ask how many facts each pair collected and elicit those from the pair with the least number. Ask other pairs to add to those facts and congratulate the pair with the most facts.

#### Possible answers

Concorde flew from 1976 to 2003.  
Its maximum speed was twice the speed of sound.  
It was tested for 5,000 hours before its first flight.  
The first flight from London to New York was in 1977 and took less than 3.5 hours – normal flights took eight hours.  
By the 1980s it cost over £1000 to fly Concorde.  
Concorde flew at 1350 mph (2170 kph)  
Concorde flew around the world in 29 hours and 59 minutes.

To prepare for the explore grammar section in the next lesson, ask students to complete Ex 5 on page 76 of the Student's Book for homework, and to read the Grammar reference on the present continuous for future on page 138.

Also share with them the PowerPoint Grammar Presentation on talking about the future with the present continuous. Tell them to write down any questions they have about the PowerPoint or the Grammar reference, and say that you will go over these in the next lesson.

Presentation tool:	Unit 6, Vocabulary
Workbook / Online Practice:	WB p50
Photocopiable activity:	6B
Extend vocabulary:	SB p146
Audioscript:	SB p155
Extra Practice App	

# LISTENING SB p76

## To start

Ask students to work in pairs and tell their partner about their favourite holiday destination or holiday type. Give students a minute or so for this, then ask students to tell the class about what their partner said. Invite other students to ask follow-up questions.

## Power up

- 1 Look at the photos with the class and read the instruction. Elicit ideas from the class.

### Model answer


In the first picture some friends are enjoying an ice cream together. In the second picture the girl is taking a selfie in the sunshine. I think she's in Red Square in Moscow. In the third picture, the girl looks like she's enjoying an outdoor activity. She's waiting to go on a zipline.

- 2 Read through the words in the box and check for comprehension. Put students into pairs or groups of three to discuss, then elicit ideas from the class. Stronger classes can do Exs 1 and 2 together.

### Possible answers

I like meeting new friends, and the weather is important too!  
I also love going on boats.

## Listen up

- 3  6.5 Read the instruction with the class then play the recording. Elicit the answer from the class.


The dog likes car journeys.

## exam tip

Read through the exam tip information with the class. Tell students that Listening Part 5 is always a conversation between two people. Remind them that there are two options that they don't need plus an example. They should cross out the example in the options on the right before they listen to avoid using it by mistake.

### exam task: matching

In the Cambridge A2 Key for Schools exam rubric, the context sentence, which is in Ex 3, and the question, which is in Ex 4, would be together. The types of transport would also be in alphabetical order, and the dialogue would be slightly shorter than it is here.

- 4  6.6 This is an exam-style question so students should work on their own. Play the recording. After they have heard the whole thing once, remind students that they will always hear the recording twice in the exam and that they should listen carefully when the recording is played again and check their answers, even if they feel confident that they are correct. Play the recording again, then check answers around the class.

- 1 E (Mum prefers going by car but Dad loves railways, so they're taking the train!)  
2 C (She always prefers coach travel because it's cheaper. She hasn't got a car anymore.)  
3 A (He's going by boat because he wants to visit a small island.)  
4 D (He's going to cycle along the coast with his tent on his bike.)  
5 F (I think she'll drive here with her dog.)

## alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB p138 

- 5 If you followed the flipped classroom approach suggested at the end of the last lesson, you can ask students now if they have any questions from their homework and then check the answers for Ex 5. Otherwise, go through the grammar point with the class now. Explain to students that you can also use *going to* for definite plans but the present continuous sounds more natural.

Read the instructions with the class and ask students to complete the sentences individually. Check answers as a class, and go over any errors.

- 1 's flying   2 aren't having   3 are (you) meeting  
4 'm catching   5 's/is lending   6 're travelling

## Speak up

- 6 Ask students to discuss their plans in groups of three, then ask group members to tell you about another student's plans. Pay particular attention to students' use of *going to*, *will* and present continuous for future, and correct any mistakes with these. Ask follow-up questions to anyone who is doing something unusual/exciting.

For the class survey, ask students to offer up something they're doing that they think many others will also be doing, then have other students raise their hand if they are also doing that activity. Do this for a few more activities, keeping track of which are the most popular on the board, then do the same to try to also find the most unique plans.

### Model answer

This weekend I'm learning kitesurfing for the first time. I'm having lessons at the beach near where I live.

## 6 Are we there yet?

### LISTENING (Continued)

#### To finish

Tell students they are going to play a game. Put them into groups of three and tell them they are going to challenge each other to say a grammatically correct sentence using a future form. Students should take it in turns to say one sentence using *going to*, *will* or present continuous (write these on the board for students to refer to during the activity). After a student has said their sentence, the other students must decide if the sentence was correct. If it was correct, the student gets a point. If the sentence was incorrect, one of the other students in the group can have an opportunity to correct it. If they are successful, then they get the point instead. Go around the class monitoring students and checking that sentences are correct/are being corrected appropriately by other group members. At the end of the game, students should total their scores. Find out which students had the highest score.

Presentation tool:	Unit 6, Listening
Workbook / Online Practice:	WB p51
Grammar Reference and Practice:	SB pp138–139
Audioscript:	SB p155
PowerPoint Grammar Presentation:	Unit 6, Grammar
Extra Practice App	

## SPEAKING SB p77

### To start

Ask students: *What do you like to do in the winter? What do you like to do in the summer?* Put students into pairs to discuss, then elicit ideas from the class.

### Power up

- 1 Read the question with the class. You could do this as a class activity or ask students to work in pairs to answer the question, then elicit opinions.

#### Model answer

Even though skiing is my favourite sport, I prefer the summer holidays just because they are much longer!


- 2 Follow the same procedure as in Ex 1. Stronger classes can do Ex 1 and 2 together if they are working in pairs.

#### Model answer

It looks very cold so I think this is maybe a country in Scandinavia.

- 3 Tell students to ignore the gaps and quickly read on their own to find out what place is shown in the photo. Elicit the answer from the class.

An outdoor swimming pool in Iceland.

- 4  6.7 Stronger classes can try to complete the gaps before listening, then listen to check. Check answers around the class. For weaker classes, you could play the recording again, pausing after each gap to elicit the answer.

1 staying 2 going 3 What 4 to 5 How 6 are

- 5 Give pairs a few moments to think of where they want to talk about, then allow students 2–3 minutes for their conversation. Go around the class monitoring and providing help where necessary. Note any good or interesting conversations and invite these pairs to repeat their conversation for the class.
- 6 You could put students into groups to complete this activity. Tell students that you will ask them to justify their reason for each decision. Give students two minutes to complete the table, then elicit ideas from the class, asking students to justify why they think an activity is better done in summer, winter or both.

Winter: x

Summer: go camping, go on a boat trip

Both: go on a sleepover, go shopping, drive to the beach, go swimming, learn a language, ride a bike, swim, watch a film

#### extra: fast finishers



Ask students to add three more activities to each group. Again, they should be able to justify why an activity is summer, winter or both.



- 7 Students put the words into the correct order on their own, then ask and answer in pairs. When most of the students have finished, elicit some information from students about their partner's plans.

- 1 What are you doing in the school holidays?
- 2 Who are you going to see?
- 3 Will you travel by train?
- 4 Where are you staying?
- 5 What are you going to eat?
- 6 Will it be fun?

## Speak up

### useful language

Read through the useful language box with the class. Explain to students that *What about you?/How about you?* are just other ways of asking the same question again without repeating it. Read through the different ways of commenting on someone's ideas. Explain that in English it is polite to always try to sound enthusiastic about others' holiday plans. You might like to model and drill the words showing how the stressed syllable is emphasised to show enthusiasm.

### exam task: interview

→ SB p147

In the Cambridge A2 Key for Schools exam, questions like the ones in Ex 7 would come from the examiner. Candidates would not be given a role/context as we have in Ex 8 – these prompts are provided to encourage use of the unit's target language. Instead, they would talk more generally about themselves and their family and friends.

- 8 **e** Explain to students that this is an exam-style task so they should approach it as if they were in the exam: giving full answers and keeping eye contact with the other students.

Refer students back to the questions and the language in the useful language box and remind them to use both during the activity. Stronger students can try to do the activity with their books shut. Put students into different pairs so that they are working with someone they don't normally work with and assign A and B in each pair. Allow students 3–4 minutes to complete the activity, then invite volunteers to perform their conversation for the class.

#### Model answer

- A:** What are you going to do over the holidays?  
**B:** I am going to the mountains with my family.  
**A:** That sounds good. Will it be cold?  
**B:** No, it's summer there at the moment and the weather is really nice.  
**A:** Brilliant! Where are you staying?  
**B:** We are going to camp. I love sleeping under the stars! How about you?  
**A:** Oh, I'm going on a language course with a friend.  
**B:** Amazing! Where are you staying?  
**A:** We're staying with my cousins in London. They live very close to the language school.  
**B:** That sounds great. Lucky you!

### extra: fast finishers



When students have finished asking and answering, tell them to swap partners with another fast-finishing pair, swapping roles, and repeat the activity.

- 9 Put students into pairs to read and discuss the question. Give students two minutes, then elicit some opinions from the class.

#### Possible answer

When I stay with my grandma, she makes my favourite meals.

## To finish

Put students into groups of three and ask them to choose the best trip for all three to take together. They must also decide whether to take the trip in winter or in summer.

Write the options on the board:

- an ice hotel in Norway
- a campsite by the beach in Thailand
- a luxury treehouse in Brazil
- an underwater hotel in Spain

Tell them they have five minutes to decide which trip to take, and when to take it (in winter or summer). Tell them to think about why they chose winter or summer for each trip. Give each group the chance to share their decision with the class, then conclude which trip was the most popular.

Presentation tool:

Unit 6, Speaking

Workbook / Online Practice:

WB p52

Speaking file:

SB p147

Audioscript:

SB p155

# WRITING

SB pp78–79

## To start

Ask some students: *When did you last go on a school trip?* Elicit a few answers, then ask: *Where did you go? Was it fun? Did you learn anything?* Ask students to discuss the questions in pairs. Write the questions on the board if you think it will help. Allow students a couple of minutes for discussion, then elicit further answers from the class. Ask follow-up questions.

## Power up

- 1** Ask students to look at the photos and say what they see. Then read through the instructions with the class. Ask: *What types of trips are they?* Elicit some ideas from the students and ask them to justify their answer with reasons. Ask: *What sorts of things can you learn on these trips?* Ask students if they have ever been on any of these trips, and if they have, to share their experiences with the class.

a transport museum – you can learn how to fly in a flight simulator; a factory – you can learn about food production; an outdoor adventure trip – you can learn how to sail, climb, etc. and learn how to work together in a team

- 2** In the same pairs, students discuss the question. Give them a minute to do this, then ask pairs to report back to the class.

### Model answer

My favourite type of school trip is to the seaside as you get to spend the afternoon playing on the beach.

- 3** Ask students to read the three texts quickly to find out what they are about (school trips). Ask students what they think each text is (a notice; two text messages). Ask students to work alone to read the options and choose the correct answers, then join with another pair to check their answers. Get feedback from the class.

1 C 2 B 3 A

### extra: fast finishers



Ask fast-finishing pairs to look at the incorrect options and decide why they are incorrect. When you check the answers to Ex 3, ask fast finishers to say why the other options aren't the correct answer.

- 4** Ask students to complete the email alone then check answers with a partner. When you check answers with the class, ask students to say why each preposition fits.

- 1 to (we use *to* when we are travelling towards a place)
- 2 by (talk about how you travel somewhere)
- 3 at (we use *at* with clock times)
- 4 in (we use *in* with some time expressions such as in the morning/afternoon)
- 5 on (we use *on* with days of the week)

- 5** Ask students to complete the answers on their own then check with a partner. Elicit answers from the class, then ask students to stay in their pairs and take turns to say if the sentences are true for them. Give students a minute or so, then ask some students to tell you about their partner. For stronger classes, ask students to say why the preposition fits in the gap, in the same way that they did in Ex 4.

1 at 2 On 3 in 4 by 5 to

## Plan on

- 6** Read through the instruction with the class. Then look at the picture with the students and ask them to say what they can see. Elicit or teach *ruins*, then give students a few moments to read the rest of the poster on their own and decide what they will see/do. Elicit some ideas from the class.

Students will fly to Naples and go camping near the beach. They will visit the famous city, go shopping in Naples and visit the ruins in Pompeii.

- 7** Ask students to work alone. Remind students to look at the words before and after the gap for clues. For example, in question 1 the word before the gap is *to*, which we use before a place to show where we are going. Warn students that sometimes more than one word might be required. Allow students a minute to check their answers in pairs, before getting feedback from the class.

1 Pompeii, Naples (Italy) 2 Monday, Friday 3 plane  
4 camp 5 visit the 6 going

## explore language

Read through the explore language box with the class. Elicit the difference between the expressions from the students (*travel*: to go from one place to another or many others, often to see tourist sights; *journey*: when you go from one place to another to get somewhere; *trip*: a visit to a place).

- 8** While students are talking, monitor to check that they are using the target vocabulary correctly. Correct any mistakes. Give students 3–4 minutes, then elicit from students what they learnt about their partner.

### Model answers

I would really like to travel to Paris. My journey to school is twenty minutes by bus. My last school trip was to a science museum.

## Write on

- 9** Refer students back to the email on page 78 and elicit what phrases the writer uses. Ask why she uses these phrases (because it's an email to a friend).

She talks about how they're travelling, what time they leave, and what they're going to do when they are there. She begins and ends the email with 'Hi Sophia' and 'See you soon'.

## exam tip

Read the exam tip with the class. Remind them that they must include all the information requested in the bullet points or they will lose marks.

### exam task: email

→ SB p149

This task follows the Cambridge A2 Key for Schools exam format and style for Writing Part 6.

- 10** **e** Students can either do this task in class or for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students 10 minutes to complete their writing on their own.

#### Model answer

Hi,  
Guess what! I'm going on a school trip next week to Berlin. We're travelling by coach. It will be a long journey! We're going to visit the museums and then we're going to ride bikes in a famous park.  
See you soon,

## Improve it

- 11** If students do Ex 10 for homework, they can also do this activity for homework. Alternatively, students can swap work and their partner can check their story for each of the four criteria. Tell students to give positive and encouraging feedback to their partner alongside any negative: they should try to find one or two good things they liked.

## Fun footer

Read the fun footer with the class and ask students what *time flies* means (that time goes quickly). Ask students if they think the joke is funny. Why? If students have access to the internet in class, ask them to try to find a phrase that contains the words 'time flies' (time flies when you're having fun).

## To finish

Put students into pairs to plan a school trip for their class. Students should say when they are going, where they are going, what they will do when they get there and what they will learn. Give students a minute to do this, then ask them to join another pair and take turns to tell each other about their school trip plans. When groups have shared their information, elicit ideas from the class. Have a class vote on who had the best idea.

Presentation tool: Unit 6, Writing  
Workbook / Online Practice: WB p53  
Photocopiable: 6C  
Writing file: SB p149

# SWITCH ON SB p80

## Underwater adventures

- 1** Put students into pairs to discuss the different holiday options, then elicit some ideas from the class.

#### Possible answer

I would prefer to go on a skiing holiday as I love skiing. It's great to go away in the middle of winter when it's cold and to do something fun.

- 2** **▶** Tell students that they are going to watch a video about a group of students on holiday in the Caribbean. Tell them to listen and match. Check the answers with the class, then ask students whether they would like to do any of the activities shown on the video. Why/Why not?

1 A 2 B 3 D 4 C

- 3** **▶** Tell students they are going to watch a second time to answer the questions. Read through the questions with the class, then play the recording.

- 1 They are going on a holiday exploring as a diving team.  
2 They see the coral reef and spot fish.  
3 The coral in the Bahamas is dying but the coral in Aruba is full of life and colour.  
4 Pirates kept treasure inside the cave.  
5 fish – the cave was full of fish

- 4** Put students into pairs and give them 2–3 minutes to discuss their choices. If students don't feel they are familiar with many natural wonders they could do an online picture search. Alternatively, put some pictures up on the IWB for the class. Encourage students to use language to agree and disagree politely while they are talking.

### extra

Allocate one of the places in Ex 4 to each pair. You could also allocate other Wonders of the World. Allow students to research their place online for a few minutes then make a mini presentation to the class on why the class should visit their place of interest.

## 6 Are we there yet?

SWITCH ON (Continued)

### Project

**5** Put students into groups, preferably all from the same country. Break down the task for students and write the five instructions below on the board. Stronger classes can work through the points on their own. Alternatively, for weaker classes, elicit students' ideas for 1–3 first, then direct them to research their ideas to get more information. In both cases, go around the class and offer support where needed. Give students around five minutes for 1–3 and another five minutes for 4:

- 1 Decide if your holiday will be an activity holiday or a sightseeing holiday.
- 2 Make a list of interesting places to visit and what you can do there.
- 3 Decide on the best accommodation and food to suit a class of students.
- 4 Research your holiday plans online.
- 5 Present your plan to the class.

Depending on the size of your class, give groups 30 seconds to a minute to present their idea. Their presentation can take any form they like, i.e. as a video presentation, on the IWB or just delivered orally. Allow students to be as creative as they like but encourage all group members to participate in the presentation.

While the groups are presenting their ideas, ask the rest of the class to make notes and to think of one positive feedback point to tell each group. Have a class vote at the end on the best trip, encouraging students to give reasons why they chose the trip they did above all the other ideas.

### Project extension

Students can make a one-page holiday brochure for their holiday ideas for homework. Encourage them to think of a name for the holiday, and to include photos and a price per person. Put the brochures up around the room for other students to view their work.

Presentation tool: Unit 6, Switch on  
Switch on videoscripts: TB p155

# INDEPENDENT LEARNING

SB p80

## Grammar and vocabulary

**1** Tell the students that the focus of this Independent Learning review is grammar and vocab. Start with vocabulary. Ask students to work on their own at first, and look at the lead-in pages of Units 1–6 to remind themselves of all the topics they have studied so far. Without looking inside the units (just at the lead-in pages), they should write down all the words they can remember. (If you can, put the lead-in pages up on the IWB one after the other and have students work with their books closed.) When everyone has had a chance to make some notes on all six units, bring the students together into small groups to combine their lists. Which group remembered the most words? Ask: *Are you surprised by how many you remembered?*

**2** Ask students why the Student's Book asks them to think about what they liked/didn't like before discussing what they can/can't do (because there is often a link between what people enjoy and what they can do, and what they don't enjoy and what they find difficult).

Ask students to work alone to decide if the sentences are true for them. Tell them to tick the ones that they agree with. Then students compare answers in pairs. Ask for a quick show of hands for each statement and if there are a few false answers, then ask students to think about why a particular statement isn't true and how they can make it true in the future.

Ask students whether they think that in their case the link between liking something and being good at it was true here.

### alternative

For more self-reflection, instead of saying which ones are true, get students to say to what extent they agree with each. Write on the board:

- 1 = I don't agree  
2  
3  
4  
5 = I completely agree

Ask students to write a number next to each statement, then ask for feedback from the class.

**3** Discuss with the class whether there are specific types of activities that they find more difficult than others, e.g. knowing which tense to use, or confusing the formation of the tenses. Discuss how they can overcome these challenges. Ask the students to help each other come up with strategies. (This will be covered further in Ex 5.)

**4** Give students 3–4 minutes for this activity. Remind them not to try to look at all of the wordlists – suggest that they each choose one. Point out to students that there are two things to discuss – *remembering* the words, and *being able to use* the words. Point out that one is useless without the other.

When the time is up, ask students which words they discovered they both had difficulty with. Go over any areas of difficulty if you think it will help.



### extra

If time allows, students can test each other by calling out a word and asking their partner to say a definition, to use the word in a sentence, or to spell it (remembering to use the word 'double' for double letters, e.g. *bottle* = B-O-double T-L-E).

- 5 Students do this activity alone then share their ideas in pairs. Remind students to regularly check their progress in future units. You could make a note to review students' progress in a few units' time.

## UNIT CHECK SB pp81-82

This Unit check covers vocabulary and language related to activities, types of transport, transport verbs, travel collocations, adjectives and places.

### extra

- In pairs, one student calls out a transport verb and their partner says a sentence containing a form of transport that goes with that verb. The first student should decide if the sentence is correct.  
A: ride  
B: My big brother rides his motorbike to work.
- In pairs, students take it in turns to choose a word from the Places vocabulary set without telling their partner what it is. They should then pretend they are standing in that place and describe what they can see for their partner to guess where they are.  
A: I can see lots of people standing around waiting for the train. The train is just arriving and I'm getting on it now.  
B: Are you on the platform?  
A: Yes.

## Practice

- 1 1 bike, coach, motorbike, plane, tuk tuk (note that tuk tuk is in the 'Other' category)  
2 ferry, ship  
3 A car park; B platform/train station; C airport
- 2 1 D 2 B 3 E 4 C 5 A
- 3 1 planes 2 on foot 3 get 4 trip 5 sail 6 travel
- 4 6.8 1 coach station 2 took 3 boat trip 4 ship  
5 bus stop 6 sail

## Review

- 1 1 're going to 2 is going to  
3 'm not going to/'m going to (or back to front)  
4 Are (you) going to 5 're going to 6 Is (she) going to
- 2 1 Yes, I/we will. 2 No, they won't. 3 No, he won't.  
4 Yes, it will. 5 No, he won't. 6 Yes, she will.
- 3 1 C 2 A 3 E 4 B 5 F 6 D
- 4 6.9 1 's going 2 will be 3 's going to be  
4 's going to take 5 will put 6 is flying 7 will be
- 5 1 are catching 2 is riding 3 'm going 4 is driving  
5 're taking 6 're sailing
- 6 1 to 2 than 3 is 4 have 5 to 6 going
- 7 **Model answer**

I love Saturdays! On Saturday morning, I'm going to lie in bed and sleep. In the afternoon, my friend is coming to see me. We're going to do some homework together. Then we're going to make a film! It will be fun. In the evening, we're going out. Our friend is having a party. It will be the best party of the year!

## GRAMMAR FILE SB p139

- 1 1 We're going to ride around the lake.  
2 Emily is going to fly a helicopter.  
3 You aren't going to get the train.  
4 Are they going to sleep on the ship?  
5 I'm not going to enjoy the long journey.  
6 Is Jack going to wait on the platform?
- 2 1 going to buy, he is  
2 going to travel, they aren't  
3 going to arrive, we/you are  
4 going to get, she isn't  
5 going to wait, we are  
6 going to come, I'm not/we aren't
- 3 1 'll go  
2 will ride  
3 'll sail  
4 won't come  
5 Will (you) write  
6 will wait
- 4 1 are (we) going to do; 'll/will have  
2 'm/am going to meet; 'm/am going to visit  
3 's/is going to stay; 'll/will have
- 5 1 're travelling  
2 'm meeting  
3 're taking  
4 are riding  
5 'm getting  
6 is catching
- 6 1 're leaving 2 're going 3 won't 4 are 5 is  
6 're going to 7 will 8 isn't coming

Presentation tool:

Unit 6, Unit check

Workbook / Online Practice:

WB p54

Audioscript:

SB pp155

Extra Practice App