



Travellers' tales

7

READING

topic: ways of travelling
skill: matching details
task: multiple matching

GRAMMAR

defining relative clauses
modals of obligation, prohibition
and necessity

VOCABULARY

travel
verb and noun forms

LISTENING

topic: travelling the world
skill: identifying the type of
information missing
task: sentence completion

SPEAKING

topic: travel problems
skill: referring back to what
someone said
task: discussion

WRITING

topic: holiday tips
skill: creating interest
task: article

SWITCH ON ▶

video: surf around the world
project: prepare a research-based
presentation

Lead-in SB p81

Write the unit title *Travellers' tales* on the board. Check that students understand the meaning of *tales* (stories). Put students into pairs and ask them to discuss what kinds of things they imagine when they read the title. Ask a few pairs to share their ideas with the class. Ask students what kinds of things they might read or hear in the unit. Ask them to work in their pairs again and share an interesting tale they have of travelling, e.g. a fantastic place they went, something surprising that happened, a trip that went wrong, etc. Ask one or two students with interesting stories to share them with the class.

Focus students' attention on the photo. Ask what kind of travel it shows (rail travel) and what kind of traveller the person is (a backpacker). Put students into pairs to discuss whether they agree or disagree with the quote. Conduct feedback in open class.

Keep students in their pairs for the discussion. In open class, ask one or two pairs to share their answers for each question.

Possible answers

- 1 I prefer to visit places that are similar to my home because they're more comfortable and less stressful. When you go somewhere really different, you have to worry about a different language and a different culture.
- 2 I think the journey is usually pretty boring. You have to queue for a long time and the seats aren't always comfortable. I usually just put in my earphones and listen to music. That helps to make it less boring.
- 3 I once flew to Los Angeles with my family. It was the longest journey I've ever had but I watched films the whole way. It was great.

READING

SB pp82-83

To start

Put students into pairs. Each student must think of a holiday they've enjoyed, either at home or away. Their partner has two minutes to ask them as many questions about their holiday as possible and note down or remember the answers. Students then find a new partner and tell them about their first partner's holiday. Pairs report three things their first partners' holidays had in common to the class.

Power up

- 1** Write the prompts on the board and number them in the order of importance to you while explaining the task. Give time for students to do this before putting them into pairs to compare their ideas. Students who don't typically go away for a holiday can imagine what would be important to them.

Possible answers

- A:** For me, the place is the most important thing because it needs to be somewhere interesting, with things you can do.
B: Yes, I agree but that's my number 2. I've chosen Activities for my number 1 choice. I think that a holiday is only fun if you have lots of good activities to do.
A: Oh, that's interesting. Activities is my number 4! But actually I agree with you. They are important.

alternative: mixed ability



Write prompts on the board to help weaker speakers, e.g.

The most important thing for me is ... because ...
The second most important thing is ... because ...
For me, ... is next ... because ...
I think the least important thing is ... because ...

Read on

- 2** Ask students to read the questions. Ask questions to check students understand *transport* (e.g. *car, bus, taxi, boat are examples of what?*) and *convenient* (e.g. *What adjective in the questions means useful because it saves you time?*). Keep students in their pairs to discuss the questions. Conduct feedback in open class.

- 1** This is the Emirates Airline cable car which crosses the River Thames in London, to and from the O2 arena (the white dome in the photo).

Possible answers

- 2** The metro is the most convenient way to get around the city because it's fast. There's no traffic to make it slow.
3 I've tried bus, metro, train, taxi, coach, bike and boat. I've also been on a plane and in a helicopter.

extra: digital



Show a video of the Emirates Airline Cable Car, which you can find online. Ask students to watch and notice the things you can see from the cable car, as well as decide whether they'd like to go on it or not and why/why not. Note that you can see the O2 arena which hosts concerts and other big events, the 2012 Olympic stadium, the Thames and the Royal Docks.

- 3** Explain that five young people are visiting London for the day. Find out if any students in the class have been to London. Ask them what they did and if they enjoyed it. Give students time to do the task. Check the answer with the class.

Christa has been to London before.

- 4** Ask the class what other kinds of transport they think they could find in London. Check students understand what a *Segway* is, either by showing a photo, drawing a picture or describing one (It's a two-wheeled form of transport for one person. You stand on a small platform with a large wheel on either side). After students do the task, put them into pairs to discuss their answers. Do a quick vote in open class to find the most popular tour.

Possible answer

I think I'd prefer to go on the Segway tour because I've never used one before and it sounds a lot of fun. I might be a bit scared though. I might fall off!

exam tip

- 5** Read through the tip with the class and check their understanding by asking: *What should you do if two tours seem to match one person?* (Read them both until you find something which doesn't match). Give students time to do the task. Conduct feedback in open class.

Mala wants to discover 'how people live there', be on her own and do things 'in her own time', i.e. at a slow pace.

Texts B, D, E and F could be individual tours. Texts B and F are at a slow pace. Only Text G offers the opportunity to tour the city 'like a resident' which matches 'how people live here'.

exam task: multiple matching

- 6 e** Ask students to repeat the same process for the others in the B1 Preliminary for Schools exam task, i.e. underline the key things that each person wants and find the tour which provides all of those things. Put students into pairs to compare their answers and conduct feedback in open class. Ask students to explain their answers.

- 1** G see Exercise 5 above
2 C a day = one day (tour); three different places = as many as possible; someone qualified to show them round = experienced guide
3 A not the centre = the eastern part; history = ancient; wider view = cable car, on high; modern and different = technology and videos
4 E unusual = river; after dark = at night; slowly = not the quickest
5 B centre of city = heart of city; slowly = gently; time to explore things she interested in = stop off where you want

- 7** Point out that the text is identified in brackets after each word/phrase. Encourage students to find the phrasal verbs and then use a dictionary to check their ideas. When finished, conduct feedback in open class. Make sure students understand the meaning of each verb.

1 jump on **2** jump off **3** stop off **4** sign up **5** get about

Sum up

- 8 Give students time to do the task alone first. Then, put them into pairs to discuss their ideas. Encourage students to put their ideas in their own words and not just copy from the tour information. You can ask them to close their books. Conduct feedback in open class.

Possible answers

- A amazing and different views / quite long
B stop off wherever you want, driver will wait / quite slow
C experienced guide, unusual places / only visit three places
D get on/off whenever you want / have to wait for next bus
E see great views without any traffic / quite slow
F choose speed of travel and where / need to be confident cyclist
G see the city as a resident does, decide where to go / slow so won't see a lot
H there's a guide / need to learn how to use a Segway, might not be easy

Speak up

- 9 Put students into groups. Explain the task to them. Ask students to find out the most popular form of city transport in their group and to record the results. You might want to allocate a group leader to take notes. Ask students to analyse the results and then report them to the class. Find out what the most popular form of transport is for the whole class.

Possible answer

I think that the bus is the best way to get around a city because it's usually quite cheap and you can see things when you go past. You can't do this on the underground and taxis are expensive.

Fun footer

Ask students if they know where the longest subway system is in the world. You could give them the hint that it's a city in Asia. After they've guessed, ask students to read the Fun footer to get the answer.

To finish

Put students into groups. Ask them to devise an interesting tour of the area where they live using a particular form of transport. Students could simply present their idea to the class, or they could produce a poster to advertise it. Students could look at each poster and choose the tour they'd like to go on (not their own). Collect votes and see which tour is the most popular.

extra: digital

Students could create digital posters using a tool such as Adobe Spark Post. They could also make short videos using photos or images with voiceover using a tool such as Adobe Spark.

Presentation tool:
Workbook / Online Practice:
Extra Practice App

Unit 7, Reading
WB pp58–59

GRAMMAR

SB p84

To start

Tell the class about a journey you'd like to make somewhere in the world, e.g. a train journey in the Swiss Alps, a bicycle trip along the Wild Atlantic Way, a boat ride along the Amazon, a helicopter ride in New York. Students work in pairs and tell each other about a journey they'd like to make and why. Ask each group to share some of the best ideas with the class.

alternative

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

explore grammar

SB 138

- 1 On the board, write *There's a cable car in London. It takes you over the River Thames.* Ask students how they could join these two sentences to make one (There's a cable car in London which takes you over the River Thames). Give students time to read the explore grammar box and do the task. Put students into pairs to discuss their answers. Conduct feedback in open class.

- 1 which (describes the cable car i.e. a thing)
- 2 where (describes parts of the city i.e. a place)
- 3 who (describes the guide i.e. a person)
- 4 that (describes special bicycles i.e. a thing)
- 5 that (describes weekly passes i.e. things)

extra

Write the sentences below on the board and ask students if the underlined relative pronoun refers to the subject or object. Ask students which relative pronoun can be omitted from the sentence.


- 1 The cable car is a different type of transport which everyone can enjoy.
- 2 The cable car goes over the River Thames which runs through London.

- 1 It refers to the object of the verb (everyone can enjoy it) so can be omitted.
- 2 It refers to the subject (it runs through London) so can't be omitted.

- 2 7.1 Explain that students are going to listen to a quiz on a radio show. Play the recording so that students can do the task. Conduct feedback in open class.

The quiz is about travel.

GRAMMAR (Continued)

- 3**  **7.2** Explain to students that the gapped questions are the questions in the quiz they just heard. Play the recording so that they can fill the gaps with the words they hear and then check answers with the class. Students match the answers to the questions. Conduct feedback in open class. You could ask students in which questions *that* can also be used (all except 4) and if any of the pronouns can be omitted (no, they all refer to the subject).

- 1 which (the bullet)
- 2 who (Matthew Henson)
- 3 that (Chile)
- 4 where (London)
- 5 that (a pilot)
- 6 who (Captain Scott)

alternative: mixed ability

With a stronger class, ask students to complete the gaps first to see how much they know. Then, play the recording so they can check their answers.


watch out for

Students often confuse *which* and *where* when talking about places. We use *where* to mean *at which*, e.g. *I love spending time in a quiet place where (at which) I can sit and relax.*

- 4** Do the first one together as a class to demonstrate the activity. Get students to justify their answer. Give students time to do the others on their own. Monitor and offer support where necessary. Put students into pairs to discuss their answers. Don't give away the answers yet as they will be checked in Exercise 5.

extra: mixed ability

Give weaker students some support by giving them the pronoun that they can use to join the sentences or underlining the word(s) which they could replace with a pronoun (i.e. *It*, *He*, *It*, *They*, the ones *that*).

- 5**  **7.3** Play the recording so that students can check their answers. You might want to check the answers with the class yourself too so that you can elicit why they chose each relative pronoun, whether it refers to the subject or object of the verb and if it can be omitted or not. You might also want students to tell you what other pronoun they could use each time instead of *that* (*which* or *who*).

- 1 Rome is a beautiful city that is/that's very popular with tourists.
- 2 Do you know the student that spoke to you?
- 3 They enjoyed sightseeing at the old castle that is/that's in the mountains.
- 4 We're going to see our cousins that live near the lake.
- 5 I love travelling on trains that go fast.

- 6** Do the first one with the whole class to demonstrate the activity. Ask students why the pronoun is unnecessary (it's the object of the verb). Give students time to do the rest of the exercise. Put students into pairs discuss their answers. Conduct feedback in open class.

1 – 2 – 3 who/that 4 – 5 which/that

alternative: mixed ability

For weaker learners, write the word(s) in each sentence which the relative pronoun refers to on the board (i.e. the place, The flight, etc). This will help them to identify the correct pronoun.

- 7** Ask students to read the headline and guess what kind of adventure it might be about. Students then read to check their ideas (it's about a young girl who flew a small plane across the USA aged 15). Students fill the gaps, then discuss their answers with a partner. Conduct feedback in open class. Ask pairs to discuss what they think about Kimberley's big adventure and if they'd like to do something adventurous. Ask one or two students to share their answers with the class.

1 – 2 who/that 3 – 4 – 5 which/that 6 where
7 which/that

Speak up

- 8** Write a sentence that's true for you on the board to demonstrate the activity. Stress that the sentence is true for you but students will have different ideas. Give students time to write their own sentences. Monitor and help them to produce accurate sentences. Put students into small groups. They take it in turns to tell each other their sentences and give reasons.

Possible answers

- 1 Tom is a friend who always makes me laugh.
- 2 My bedroom is a place where no-one else can enter.
- 3 Basketball is a sport which I really enjoy playing.

To finish

Ask students to rate how confident they feel about using the grammar in this lesson. They should note down a number between 1 (not confident) and 5 (confident). Move around the class and look at the numbers that students write. Ask the class what the most difficult thing to remember is and why. Direct students to material that can help them to practise this grammar further, i.e. the grammar reference and practice activities on pages 138 and 139.

Presentation tool:

Unit 7, Grammar

Workbook / Online Practice:

WB p60

Photocopiable activity:

7A

Grammar reference and practice:

SB pp138–139

Audioscript:

SB p173

Grammar PowerPoint presentation

VOCABULARY SB p85

travel

To start

Put students into groups. Ask them to try to think of one word related to travel for each letter of the alphabet, e.g. A – aeroplane, B – backpack, C – cruise etc. Give them three minutes to do this. The group with the most words reads them out to the group who checks them. If correct, they win.

- 1 7.4 Put students into pairs. Ask them to say if they know what any of the words mean. Play the recording so that students can check their ideas. Check understanding of each word (e.g. *If I travel from London to Paris, what's my destination?*). Play the audio again so students can identify the part of speech. Conduct feedback in open class. Help students pronounce the words correctly.

1 n 2 n 3 v 4 n 5 adv 6 n 7 v 8 v 9 n
10 n 11 v 12 n

- 2 Ask the class which column in the table *destination* should go to demonstrate the activity. Give students time to add the other words from Exercise 1 into the table. They could do this in pairs if they prefer. Check answers with the class. Ask students to justify their ideas.

air travel: flight, land, check in, take off
either air or road travel: destination, abroad, border, delay, passport, sightseeing
road travel: motorway, traffic jam

- 3 Write the four sentences below on the board. Students work in pairs and discuss the difference in meaning of the underlined words.

I travel abroad once a year.
I love my holiday but the travel is boring.
We're taking a trip to Paris next year.
The journey there takes about four hours by train.

Ask the class to share their ideas, then read the dictionary definitions to check them. Ask concept checking questions to check students have understood, i.e. *If I go somewhere, do something and then come back, what is that?* (a trip). *If I go from one place to another, what is that?* (a journey). *If I take a journey somewhere, what do I do?* (travel). Give students time to choose the correct words in sentences 1–6. Conduct feedback in open class.

1 travel 2 journey 3 journey 4 trip 5 travel 6 trip

explore language

- 4 Tell students that some words are both a verb and a noun. Ask them if they can remember which word in Exercise 1 is like this (delay). Read through the box with the class. Check they understand the meaning of each verb and ask if the noun forms are exactly the same (nouns *take-off* and *check-in* have hyphens but the verbs don't). Ask for the missing word in the first sentence to demonstrate the task. Give students time to do the rest on their own and then conduct feedback in open class.

1 check-in 2 take-off 3 checked in 4 taking off
5 travelling 6 delayed

alternative: mixed ability



To support weaker learners, provide a strategy to help them fill the gaps in the sentences. First, they can think about what part of speech is missing in the gap (e.g. Does a pronoun or noun appear before the gap? Does an article appear before the gap?) Then, students should think about the meaning of the word in the gap to help them choose the correct one. Finally, when adding a verb, students should look for clues about time to help them put the verb in the correct tense, e.g. a time expression or another verb in the sentence.

exam task: multiple-choice cloze

- 5 Students preparing for the B1 Preliminary for Schools exam should recognise this as a Reading Part 5 task. Ask the class to read the title of the story and predict what happened (e.g. flight delay, missed train to the airport). Students then read the article, ignoring the gaps, to find out what happened (she lost her passport). Check students understand the meaning of *external* (relating to the outside) and *voyage* (a journey by sea) before they do the exam task alone. Put students into pairs to discuss their answers. Conduct feedback in open class.

- 1 B destination = the place you are heading to
2 C abroad = in another country (a, c and d need to be followed by a noun phrase)
3 A fixed phrase with 'check'
4 D check in desks are found in airports
5 B collocates with 'miss' and is the only option that fits the meaning of the sentence
6 C collocates with 'two-hour' and is the only option that fits the meaning of the sentence

game on

Put students into pairs or small groups if you have a large class. Explain that pairs/groups need to write down answers that no other pair/group in the class gives to get a point. If another pair gives the same answer, they don't get a point. Set a time limit, e.g. four minutes. Go round the class and elicit each pair/group's answer(s) and allocate points – keep a record on the board. Note that two points are available for 3, 5 and 6 as two answers are given for each. The pair/group with the most points wins.

To finish

Ask students to write down three words from the lesson that they'd like to remember. Put students into pairs. Students should take turns to tell each other something that's true about them or someone they know using each word, e.g. *delay* – *When we flew to Mallorca last year, our flight had a three-hour delay.* Encourage partners to ask one or two follow-up questions, e.g. *How did you spend the time? What was the problem?*

Presentation tool:

Unit 3, Vocabulary

Workbook / Online Practice:

WB p61

Photocopiable activity:

7B

Extend vocabulary:

SB p145

Audioscript:

SB p173

Extra Practice App

LISTENING

SB p86

To start

Put students into small groups and ask them to think of the benefits and problems of travelling to different places. Give students a few minutes to come up with some ideas. Then, ask each group to share two ideas with the class.

Benefits: you can see new places, learn about different cultures, try different food, speak a different language, experience different climates, etc.

Problems: create traffic jams, pollution, some places become very crowded, etc.


Power up

- 1 Explain to students that they're going to think about learning in school vs learning through travelling. When students have finished discussing the questions in pairs, elicit possible answers for each question. Find out how many students in the class feel that you can learn more from travelling than you can from being in school and why/why not.

Possible answers


- 1 You can learn a language, about history, about traditions, about a culture, about people, about food, etc.
- 2 In school, you have someone telling you these things, or helping you to learn these things whereas when you travel, you have to notice and learn about them yourself. However, when you see things with your own eyes, it often means more than when someone tells you about it.

Listen up

- 2  7.5 Give students time to read the questions before you play the audio and make sure they understand what the context is. Play the recording once and then conduct feedback in open class.

- 1 Yes. She's had lots of adventures and experiences, she's learnt a lot. She loves visiting new places, nature and swimming. She's met interesting people and made a lot of friends.
- 2 She doesn't go to school. She learns from 'the real world'.

exam tip



- 3  7.6 Read through the first part of the tip with the class and ask students why this is important (it helps to focus them on what they need to listen for). Give students time to read the second half of the tip. Explain that they'll hear two ages but only one will be correct. Play the audio. Check the answer with the class and establish why.

We are listening for a number. We know because it says 'at the age of'.

The two possible answers are 'ten' and 'twelve'.

The correct answer is 'ten'. That is when she started travelling. 'Twelve' is when she first went abroad

exam task: gap fill

- 4   7.7 Give students time to read the sentences and think about what information they should listen for. This is an important strategy in the Listening Part 3 task in the B1 Preliminary for Schools exam. Play the recording twice so that students can do the task. Encourage them to fill the gap with the first listen and check with the second. Remind them not to be distracted by distractors. Conduct feedback in open class. Play sections again where students couldn't get the correct answer. Help them to identify the correct answer.

- 1 10 / ten (see Ex 3 above)
- 2 the USA (*At the start we travelled around Australia quite a lot ... with only a couple of suitcases, we boarded a plane to the southern states in the USA*)
- 3 hot (*We've travelled to six continents and forty-one countries; but all places which are hot – we don't like the cold!*)
- 4 stories (*I love reading stories – rather than maps or travel guides – about the places I'm in*)
- 5 swimming (*I love walking in nature – and pretty much anything to do with beautiful beaches or the water. I really love swimming in the sea or ocean.*)
- 6 friends (*most of all, I value the friends I've made*)

extra: critical thinking



Ask students to think about Sarah's travels and whether they think it's a good idea for her to travel for so long or not and why/why not. Put students into small groups to discuss this and then ask each group to share their ideas with the class.

explore grammar

↪ SB 138 

- 5 Ask students what modal verb they think we use to talk about obligation (things that we are required to do), prohibition (things we aren't allowed to do) and necessity (things we need to do). Gather ideas and then ask students to read the box to check their ideas. Students then complete the task. Note that the example sentences are from recording 7.7. Check answers with the class. Alternatively, play recording 7.7 again so that students can check themselves.

- 1 mustn't
- 2 must
- 3 don't have to
- 4 had to
- 5 will have to
- 6 need to

watch out for



When we say *must* in a sentence, the /t/ sound is often omitted, especially when it comes before a verb that begins with a consonant. The *to* in *have to*, *had to*, *will have to* and *need to* is usually weak and pronounced /tə/. The 'v' in *have to* is pronounced /f/. Help students to hear these modal verbs so they know how they sound in fast speech. Model them and ask students to repeat them.

- 6 Do the first one with the whole class to demonstrate the activity. Check that students understand the difference between the two modal verb options. Give students time to complete the exercise and then check answers with the class. Ask students to explain their answers.

- 1 must (it's an obligation)
- 2 don't have to (no obligation – you can if you like but it's not necessary)
- 3 mustn't (prohibition – it's not allowed)
- 4 won't have to (no future obligation)
- 5 had to

alternative: mixed ability



Encourage weaker learners to think of the purpose of the modal verb in each sentence to help them choose the correct one, e.g. in question 1, is the purpose to say something is important or to say 'Don't do this!?' (It's important).

- 7 Do the first question with the class to help them understand the task. Give students time to complete the other sentences. Monitor and offer support to students who need it. Put students into pairs to compare their answers. Conduct feedback in open class. Note that this type of exercise used to be in the B1 Preliminary for Schools exam but no longer features in the updated exam. Its purpose here is to help students to understand the meaning of the grammar.

- 1 had to 2 have to / must 3 mustn't 4 don't have to

Fun footer

Give students 30 seconds to guess what the driest place in the world is and brainstorm answers as a class. Draw their attention to the footer and ask for their reaction. Are they surprised that it is not a large desert, e.g. the Sahara or the Gobi deserts?

To finish

On the board write:

- something you have to do today
- something you had to do yesterday
- something you'll have to do tomorrow
- something you think you must do soon
- something you need to do next week

Students think of something to say for each prompt. Put them into pairs to share their information. Ask a few pairs to share what they have in common with the class. Provide feedback on the students' use of modal verbs.

Possible answers

I have to help my mum make dinner later.
I had to finish a science project yesterday.
I'll have to go to my saxophone class tomorrow.
I must call my grandad soon for a chat.
I need to study hard for a maths test.

Presentation tool:	Unit 7, Listening
Workbook / Online Practice:	WB p62
Audioscript:	SB p173
Photocopiable activity:	7C
Extra Practice App	

SPEAKING SB p87

To start

Write *The perfect holiday* on the board. Put students into small groups and get them to agree on the perfect holiday for them. Write prompts *where, when, who with, what, how* to give them things to think about. Ask each group to present their perfect holiday to the class.

Power up

- 1 Check students understand *souvenir*. Put students into small groups to brainstorm ideas and then ask each group to share one or two ideas. Ask if anyone in the class has experienced any of those problems.

Students' own answers

- 2 7.8 Give student time to read the questions. Ask the class what kind of answer they might hear for each question to help them prepare for what they hear. Play the recording so that students can do the task. Check the answer with the class.

Question 2

useful language: referring back to what someone said

- 3 7.8 Go through the useful language box with the class. Play the recording again so that students can listen to the girl's response. You may not want to play the whole recording, just the end of the boy's story until just after she responds to him. Put students into pairs to clarify the expression they heard and discuss why she used it. Check the answers with the class.

'That's never happened to me.' She uses it to refer back to what the boy said and to show she was listening to him.

- 4 Do the first one with the whole class to clarify the task and help them to understand how each phrase would be used differently. Give students time to discuss the others in pairs and then check answers with the class. Make sure that students understand each of the phrases.

Possible answers

- 1 As (Jack) said ... / Like/Unlike (Molly), I ... / I'm not sure I agree with (Jack).
3 I'd do the same as (Jack). / I wouldn't do the same as (Jack).
4 Like (Molly), I ... / Unlike (Molly), I ...

- 5 Put students into pairs to discuss the question and then do a survey to find out how many pairs believe it and how many don't. Find out each pair's reasons.

Speak up

exam tip

- 6 Tell students that in the B1 Preliminary for Schools exam, the examiner might ask each candidate different questions or the same question to each candidate in Part 4 of the Speaking paper. When it's the latter, they should try to respond to what their partner said. Ask them why they think this is. Students then read the exam tip to check their ideas.

to show you were listening to and understood your partner

exam task: discussion

7 e Give students time to plan possible answers. Put them into A/B pairs. Explain that As should answer question 1 first and Bs answer it second. Demonstrate this with a strong student in the class. Take the second turn yourself so you can model referring back to the student's answer. Make it clear that student should swap who goes first each time. While pairs complete the activity, monitor and listen to how well the students refer back to their partner's answer. Provide feedback to students on how well they do this.

Possible answers

- 1 A:** I think the best way is to make a list of things you need to do and to take with you. Then you can remember everything.
- B:** I agree with [Jun]. A list is a really good idea. You can also go online and find out about the area that you're going to visit. Then you can be sure you take the right things.
- 2** See audioscript 7.7 for a model answer.
- 3 A:** I'd probably find a member of staff and ask them where I should go to report it.
- B:** I'd do the same as [Monika]. I'd go to an information desk.
- 4 A:** We keep valuable things in the safe in our hotel room. We don't carry a lot of valuable things out with us.
- B:** Like [Jun], we use the hotel safe. My dad has a special wallet that sits inside his jacket. He keeps his money in there.

extra: mixed ability

Fast finishers could also take turns to ask and answer these questions:

*How do you prefer preparing for going on a trip?
What's the best trip you've ever had? Why?
Why do people go abroad?*

Possible answers

I don't really plan for a trip. My parents make all the plans. I just throw the things I want to take into a backpack an hour before we leave.

My family and I once stayed in a cabin in the middle of nowhere. There were just two other cabins near us. It was really quiet and a bit boring sometimes but we had barbecues and went swimming in a lake nearby. That was fun.

People want to visit warm countries or visit a beach. Maybe they want to see different places and experience new things. Sometimes, they just want to get far away from home so they can relax for a while.

Speaking extra

- 8** Put students into pairs to plan their stories with the adjectives they choose. They could use ideas of problems that they came up with in Exercise 1. Ask students to work with a different partner and take turns to tell their stories. Ask one or two pairs to tell the class how similar or different their stories were. Elicit corrections to any errors you heard and highlight good use of language.

Possible answer

My friend Jack was going skiing with his parents. His dad was driving up a mountain when their car broke down. It was cold and it was getting dark and no-one else was around. Everyone in the family tried to use their mobile phone to call for help but no-one could get a signal so they made a plan to stay in the car until morning. They had some blankets and food, so they would be okay. About two hours later, they saw headlights. A truck came up behind them. The driver stopped and offered everyone a lift. The whole family got into the truck and the driver took them to their hotel. It was late but they made it!

To finish

Ask one pair of students to act out their story to the class. The class have to watch and guess what happened. They discuss their ideas in pairs and then share their ideas with the class. The pair who mime their story says if they're correct or not. Repeat with one or two more pairs if time.

Go to the Speaking File on page 149 of the Student's Book for further information about the B1 Preliminary for Schools Speaking test.

Presentation tool:	Unit 7, Speaking
Workbook / Online Practice:	WB p63
Speaking file:	SB p149
Audioscript:	SB p173

To start

Put students into small groups and ask them to write a list of things that annoy them when they travel anywhere. They should then agree on the top three most annoying things and share them with the class. Find out if there's a consensus across the class.

Power up

- 1 Put students into pairs. Ask them to look at the photos and discuss the questions. Ask one or two pairs to share their answers with the class. Ask the other pairs to check them and check them yourself.

- 1 The Eiffel Tower in Paris; A cloud in São Paulo, Brazil; a waterfall
- 2 Pretending to hold the Tower between his hands, creating an ice cream with a cone and the cloud, filling a bottle of water with the waterfall.

Possible answer

- 3 It's fairly easy but you have to stand in the right place. The camera person has to direct you.

- 2 Ask pairs to discuss the questions. Ask a pair to share their answer to question 1 with the class. Ask the class for any other ideas. Find out if any of the students in the class have done something similar when visiting a tourist attraction as per question 2.

- 1 To create a more memorable photo; to play with visual effects.
- 2 Students' own answers

Plan on

- 3 Explain to students that they're going to focus on writing an article in this lesson, which appears in the Writing Part 2 task of the B1 Preliminary for Schools exam. Give students time to read the advertisement and then check that they understand the meaning of *tip* (a helpful piece of advice). Give them time to answer the questions. Conduct feedback in open class.

- 1 people interested in travelling; to get ideas/help
- 2 a tip and explanation of how it helps/why it is good
- 3 yes – they should

explore language

- 4 Explain that Gabriel has written an article in response to the advertisement. Ask students to read it to find out what Gabriel's tip is and why (to take funny or unusual photos because he and sister looked miserable in their holiday photos). Give students time to find items 1–5 in the article. Check answers with the class. Refer students to the explore language box for more support with asking questions. They'll look more closely at this box in Exercise 6.

- 1 What do you think of my suggestion?
- 2 Grab the camera or use your mobile and take some funny or unusual photos.
- 3 Top tip for a happy family holiday
- 4 have photos of your holiday / take some funny or unusual photos
- 5 How important is it for you to have photos of your holiday?

- 5 Check students understand what it means to get *travel sick* (feel ill because of the movement of transport). Monitor while students come up with ideas in pairs and give prompts to those struggling with ideas. Ask students to share their ideas in open class.

Possible answers

- 1 Take the baby for a walk up and down the plane; give the baby a dummy or toy to play with; feed the baby during take-off and landing.
- 2 Take an anti-travel sickness pill; look out to the horizon; don't read or look down at a phone or tablet.
- 3 Take out the battery and memory card; dry it, then put it in rice.
- 4 Count backwards from 100; wear an eye mask and ear plugs; take a pillow.

alternative: digital



Ask students to go online and search for answers to these problems. Help them to identify key words to type into the search engine (e.g. *crying baby plane*). Tips will appear that will give students some ideas if they can't think of ideas themselves.

exam tip

- 6 Ask the class why they think Gabriel asked the reader questions in his article. Students can then read the tip to check their ideas. Ask the whole class to do the task for the first travel problem in Exercise 5 to demonstrate the task. Students can work alone or in pairs to do the same for the other three travel problems. Monitor and help weaker students to produce accurate questions. Gather ideas from the whole class.

Possible answers

- 1 How important is silence to you when travelling on a bus or plane? / Let me know what you think about my tip.
- 2 Do you sometimes get travel sick when you're on a bus or a plane? / Have you got any good suggestions for travel sickness?
- 3 Have you ever dropped your camera in water? / What do you think of my suggestions?
- 4 Do you like sleeping on a plane? / Do you think that you could try this tip?

- 7 Suggest that students choose a problem and tip from Exercise 5 although stronger students might prefer to write about something else. Put students into pairs to tell each other what problem they're going to write about and what tip they're going to give.

See Exercise 5 for ideas.

- 8 Give students time to come up with ideas for the title and opening/closing question. Remind students to use the prompts in the explore language box. Monitor and offer support where necessary. Ask students to share their ideas with their partner. Encourage pairs to check each other's questions for accuracy.

See Exercise 6 for ideas.

Write on

exam task: article

- 9 e** Ask students to write their article either in class or for homework. Remind them that they should write about 100 words and they should include the information mentioned in the article. You could ask them to remember what this is (give a tip and say how it can help).

alternative: mixed ability

Provide weaker learners with a frame to help them produce their article, i.e.

[Opening question to interest the reader]

[Describe the problem]

What's my top tip? [Describe your tip]

[End with a question asking for your reader's opinion]

Improve it

- 10** Either in class or as part of their homework, ask students to read their article to check they've included all of the information (give a tip and say how it can help).

- 11** Students can review their partner's writing in class or for homework. They should give feedback in class. You could write these prompts on the board to help them give constructive feedback:

What I like about your article is ...

Perhaps you could ... to improve it.

Ask students to use this feedback to edit their article. Then, take them in and provide feedback on them yourself. See pages 170–172 of the Teacher's Book for support with the assessment criteria. You could focus on Content and Communicative Achievement as the focus of the lesson helps students with these.

To finish

Display students' articles around the class or online, e.g. via an online learning platform or a tool such as Padlet. Students should read as many articles as they can and tell the class which tip they thought was the most useful and why.

Go to the Writing File on page 152 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool:

Workbook / Online Practice:

Writing file:

Unit 7, Writing

WB p64

SB p152

SWITCH ON SB p90

Surf around the world

- 1** Make a list of countries on the board as students call them out. You could then put students into pairs to discuss which countries on the board they've personally visited and which they'd like to and why. Ask a few pairs to share their ideas with the class. Encourage the students to compare the culture in those countries with their own culture and identify what's similar and different.

- 2** Explain that students are going to watch a video about a surfer called Sam Bleakley. Ask the class if anyone has tried surfing or if they'd like to and why. Read through the sentences with the class. Play the video. Check the answers with the class.

1 surfer 2 culture, traditions 3 dancer 4 desert

- 3** Give students time to read the statements and predict if they're true or false. They may remember some of them having seen the video twice already. Check students understand *nomadic* (travelling from place to place without living anywhere for long). Play the video so students can check their answers. Check answers with the class. Ask why false statements are false. Put students into pairs and ask them to discuss whether they'd like Sam's lifestyle and why/why not. Ask for a few opinions from around the class.

1 F Surfing is not as popular in Ghana as it is in America or Australia

2 T

3 T

4 T

5 T

- 4** In pairs, students discuss the question. Circulate, helping out with ideas where necessary and putting any new vocabulary on the board. Bring the class together and ask for some brief feedback from each pair. Have a class vote on the most interesting activity.

Project

- 5 You could choose a culture, e.g. Thai, and ask the class if they know what people eat and drink there, what they wear, what their jobs are, what they do for fun, etc. Tell the class that they're going to research and present information about another culture. Put students into pairs and ask them to choose a culture. You could get them to brainstorm ideas for each of the prompts before they do research to help them to anticipate what they might find. Give students time to do the research in class or for homework and decide on an activity/hobby they'd enjoy if they visited that culture. Students can then present their research to the class.

alternative: mixed ability



To provide more support for weaker learners, note down key words on the board that they could type into a search engine to help them find the information they need. Alternatively, ask the class to come up with the key words, e.g. *Thai food and drink*, *Thai clothes*, *Thai people jobs*, *Thai people free time*.

alternative



An alternative project could be for students to work in pairs to create a blog post from the perspective of a teenager travelling the world doing a hobby. The blog post could be the day in the life of, telling readers where he/she is now, what it's like and what they're doing there. Alternatively, it could be a blog post sharing experiences during a trip to a few different countries. Pairs would need to decide on the hobby and places and do some research to find out more about those places. They could use a real blogging site (e.g. blogger.com, wix.com) to post their blogs and add photos to accompany it before sharing it with the class.

Presentation tool:
Switch on videoscript:

Unit 7, Switch on
TB p149

INDEPENDENT LEARNING

SB p90

Speaking skills

- 1 Start by asking students to reflect on the reading goals they set for themselves in Exercise 4 of the Independent learning section on p78. They should say if they've met it or how they're progressing with it. When finished, tell students that they're going to reflect on their speaking skills and specifically their performance in the main speaking task (Exercise 7) on p87. Give them time to answer the questions.
- 2 Working in pairs, students compare their ideas for Exercise 1. Monitor, helping and giving advice as necessary. Have them look back through the various Speaking tips they have encountered in the book so far and ask them to choose the top five most useful tips. Get feedback from each pair.
- 3 Put students into pairs to brainstorm tips and complete the table. They can use the example to help them think of ideas, as well as ideas from Exercise 2. Conduct feedback in open class. Find out which of the activities students already do.

Possible answers

Watch online videos about English pronunciation or download a pronunciation app and copy the speakers; practise speaking in English with a friend for a few minutes each day – this could be via a chatting app, either typing or using the voice recorder.

- 4 Ask students to reflect on their pronunciation skills and identify one pronunciation feature that they find difficult, e.g. a particular sound, word stress, sentence stress or intonation. Ask them to do the same with their speaking skills, e.g. use of grammar and vocabulary, linking ideas, organising ideas and speaking fluently. Then, ask them to complete the sentence prompts. Remind them that a verb after *by* should be in the gerund form. Ask students to share their objectives with their partner and say how they'll make the improvements and by when.

Possible answers

- 1 I'm going to improve my pronunciation by practising the /p/ sound.
- 2 I'm going to improve my speaking by recording myself speaking about a topic at home three times a week and listening back to assess my strengths and weaknesses.

UNIT CHECK

SB pp91-92

Vocabulary

These exercises can be done in class or for homework as revision of the unit.

- 1 1 abroad 2 passport 3 border 4 took off 5 traffic jam
6 trip 7 delay 8 destination

- 2 1 B 2 B 3 C 4 A

- 3 1 check in 2 flight 3 passport 4 delay 5 take-off
6 destination 7 sightseeing 8 travelling

Review

- 1 1 who 2 which 3 who 4 who 5 which

- 2 1 which 2 where 3 whose 4 who 5 that 6 where
7 that's 8 whose

- 3 1 don't have to buy
2 had to sleep
3 must go
4 have to use
5 mustn't forget
6 has to practise
7 mustn't laugh
8 had to unpack

4 e

- 1 B (relative clause referring to 'singer')
2 A (relative clause referring to 'life')
3 C (*What* + happens)
4 D (*have to* + infinitive, to refer to present)
5 A (plural subject + *don't have to*, referring to present)
6 D (subject question asking about a person/people)
7 D (*must* + infinitive without *to* to express internal obligation)
8 B (relative clause referring to 'people')

5 e

- 1 with (go somewhere *with* someone)
2 because (introducing reason why they don't often go abroad)
3 somewhere (i.e. any place, not a specific one)
4 to (need + *to*-infinitive)
5 which/that (defining relative clause)
6 had (collocation: have a good/lovely time)

GRAMMAR FILE

SB p139

- 1 1 who 2 that 3 who 4 that 5 which 6 where
7 who 8 who

- 2 1 *Where* is necessary because otherwise the sentence has to change (*The house we stayed in*)
2 *Who* is not necessary.
3 *Which* is not necessary.
4 *Where* is necessary.
5 *Who* is necessary.
6 *Which* is not necessary.

- 3 1 who / that (defining relative clause)
2 of (linker expressing reason)
3 which / that (defining relative clause)
4 where (defining relative clause)
5 The (definite article for specific reference)
6 how (collocation: teach somebody how to do something)

- 4 1 have to 2 mustn't 3 had to 4 don't need to
5 will have to 6 don't have to

- 5 1 don't have to / don't need to 2 have to / need to
3 have / need to 4 have to / need to 5 have to / need to
6 must 7 mustn't 8 must

- 6 1 have to / need to
2 will have to / will need to
3 must
4 don't have to / don't need to
5 have to / need to
6 mustn't

Presentation tool:

Unit 7, Unit check

Workbook / Online Practice:

WB p65