

1 GETTING AWAY

UNIT OBJECTIVES

Topic:	travel and holidays
Grammar:	comparatives and superlatives; <i>so</i> and <i>such</i> , <i>too</i> and <i>enough</i>
Vocabulary:	holiday activities; easily confused travel words; weather; environment
Listening:	listening for gist and detail: a talk about Madagascar
Reading:	Part 2: matching holidays and people
Speaking:	Part 3: making and responding to suggestions, negotiating agreement Part 4: questions about holidays
Writing:	review of a holiday
Pronunciation:	<i>to</i> and <i>too</i>
Exam focus:	Reading Part 2; Speaking Parts 3 and Part 4
Real world:	where can I stay in Auckland?

Ask your students to watch the Grammar on the Move videos on pages 16 and 18. You can use these to present or reinforce comparatives and superlatives and *so*, *such*, *too* and *enough*.

VOCABULARY

SB P14

HOLIDAY ACTIVITIES

WARMER

Read the title of the unit to the class. Ask students what they think 'getting away' means (travelling away from home or going on holiday). Elicit the difference (*travel* means going from one place to another and can be for fun, for work or for something else; *holidays* means a long visit away from where you live for fun, not for work or anything else). Ask students to work in pairs to tell each other if they travel or go on holidays and which one they like more. *Why?* Go around the class and note any interesting answers and elicit these during class feedback.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down. Keep these on the board for use in Exercise 2. Allow students to discuss in pairs for a minute, then draw their attention to the words in the box and ask them to match them to the photos. As this is the first lesson, allow students to work in their pairs to do this. Check answers.

A hiking B buying souvenirs C sunbathing
 D sightseeing; taking photos

- 2 007 Read the instructions with the class, then look at the photos again. Refer students to the vocabulary you wrote on the board in Exercise 1. Ask the class to say what words from the board they think they might hear on the recording for each picture, e.g. *sightseeing*, *map*, *camera*, *tourist*. Can they add any of their own words? Play the recording, then allow students to compare their answers in pairs before checking with the class. How many words did they guess correctly?

1 B 2 C 3 A

AUDIOSCRIPT 007

1

Woman: It's what I always do on the last day of my holidays. I like having something to take home with me. It reminds me of my holiday, and I get presents for my friends and family, too.

2

Man: No, I never do that. It looks so boring – just lying there doing nothing. I prefer being active when I'm on holiday, doing sports and things.

3

Man: That's my favourite thing! I really like spending time outdoors when I'm on holiday. I love fresh air, doing some exercise and seeing the countryside.

EXTENSION

Play the recording again and ask students to note down any words they heard which the class didn't predict. Ask students to say if each word helped them find the answer or not.

- 3 Ask students to discuss the question in pairs and try to incorporate any of the vocabulary which they brainstormed in Exercises 1 and 2. Ask volunteers to share their ideas with the class.
- 4 Draw students' attention to 3b in the quiz. Ask them what they think a *lively café* might be like (e.g. full of people and sounds). Ask: *What do people do when they go exploring?* (They look for new and interesting places.)

Students can do the quiz on their own or in pairs, taking turns to ask each other each question or to interview each other. At the end, ask students to total up their partner's score and turn to page 192 to find out what kind of holidaymaker they are. Conduct feedback around the class. Ask students to say what kind of holidaymaker their partner is and whether they agree or disagree with the answer.

What kind of holidaymaker are you?
 Mainly As? You're the kind of person who goes on holiday to RELAX
 Mainly Bs? You're the kind of person who goes on holiday to have FUN
 Mainly Cs? You're the kind of person who goes on holiday to have ADVENTURES

- 5** If students did the quiz in pairs in Exercise 4, ask them to focus on asking their partner their own questions. Read through the example with the class first and elicit answers from one or two strong students. Allow students 2–3 minutes to discuss, then ask students to share their ideas around the class.

⊕ EXTENSION/ALTERNATIVE

In their pairs, students write four more questions like the one in the quiz, then join another pair to ask each other their questions. Can they guess what kind of holidaymaker they are from their answers?

READING PART 2

SB P15

🔍 EXAM INFORMATION

Part 2 of the Reading paper is a multiple-matching task. Here students have to match the people in 1–4 with the places or things in the six texts A–F. They need to be careful to match *all three* things mentioned in each of the paragraphs about the people to one of the texts. This section teaches the students that underlining the key words in the descriptions of the people will help them in this task. In the exam, students will have to match five people to eight places/things.

- 1** As an extra task, you might like to ask students to keep their books closed at the beginning of the lesson and write the text about Lauren and Abby on the board. Ask students to work in pairs to decide what the key words are in the three sentences, then share ideas as a class. Do they all agree? If students disagree, ask them to try to justify their choice to their classmates. Tell students that this is a Preliminary exam-style task. Ask students to open their books and refer them to the words in orange.

Alternatively, refer students first to the six texts on page 15. Give them a few seconds to look at the title and texts and tell you what they are about (six different holiday destinations by the sea). Then refer students to the four texts about the people. Ask the class what they have to do (match parts of the texts to the people).

For weaker classes it might help to break the exercise down into three parts:

- a)** Read the text about Lauren and Abby without looking at the holiday destination texts. Ask students to work in pairs to think about what words they might look for in the texts that match the keywords highlighted in yellow, e.g. relax – sunbathe; hot – warm.

- b)** Ask pairs to match the key words to the highlighted sections in the text – did anyone predict the words correctly?
c) Ask students to count how many things are matched in each paragraph about the destinations. How many texts match all three things? (One – Text E.) Explain to students that in the exam it's important that they find the text which matches all three things the people need.

Ask students to repeat the process with 2, the text about Birgit and Oscar. Read through the instructions and make students understand they should highlight the text themselves. Students can do this in their pairs again or they can attempt the task on their own. Get feedback from the class. When you are confident students understand what is required from Reading Part 2, allow them to continue with questions 3 and 4 on their own. Otherwise, continue breaking down the process for each question as in the three steps above.

- 1 E** relax on the beach = sunbathe on the soft sand by the edge of the sea; shopping for clothes = market where you can buy ... the latest fashions; somewhere they can dance = with nightclubs and discos
2 A fond of the countryside = green hills and valleys; like to go hiking = ideal for walkers; want ... souvenirs = buy ... unusual gifts
3 D sightseeing = exploring the castles and interesting historic places; suitable for their small children = safe for all the family; cook their own meals = a grocery store selling local fruit, vegetables and fresh fish
4 C watersports = surf, windsurf and dive; meet new people = great place to make friends; try some typical dishes from the region = restaurants ... famous for their traditional local cooking

- 2** Ask students to discuss the questions in pairs. Then ask volunteers to share their ideas with the class.

GRAMMAR

SB P16

COMPARATIVES AND SUPERLATIVES

WARMER

Put students into pairs and ask them to look at the map and tell each other about any places they know and point them out on the map.

If you didn't do the lead-in activity, refer students to the pictures now. Ask students to find England and Scotland on the map. Ask students what they know about Edinburgh (some students may have heard of the university). Do students recognise any of the places in the photos? Ask them to say what they can see (Edinburgh Castle and a street performer).

- 1** **008** Read the instructions with the class. Elicit the meaning of a *couple* (two people who love each other and live together or are going out together). Ask students to underline the keywords in the questions (*London, Edinburgh, how, travel*). Put students into pairs to compare their answers and then think of what they might hear in the recording that matches the keywords they have underlined.

by train

AUDIOSCRIPT 008

- Emma:** Hey, Tim. Let's talk about our weekend trip to Edinburgh next month. I'm so excited about going to Scotland.
- Tim:** Me too.
- Emma:** I really want to take a tour of Edinburgh castle.
- Tim:** So do I. It looks great.
- Emma:** So, what about transport? How shall we go?
- Tim:** Do you want to go by car? It's much easier than taking a bus or a train.
- Emma:** Hmm, I'm not sure about that. Edinburgh is such a long way from London! It's 650 kilometres, you know. The journey will take us at least seven hours. We're only going for three days, so that'll only leave us one full day in Edinburgh.
- Tim:** I see what you mean. It's too far to drive for the weekend. So ... how do you think we should go?
- Emma:** Maybe by plane? It's fast. The flight is just over an hour.
- Tim:** Yes, but the tickets are often so expensive. If we fly, we won't have enough money to have fun in Edinburgh.
- Emma:** Mmm, that's true. Air travel costs a lot.
- Tim:** You know, if we want to save money, we could drive. Driving is cheaper than buying two air tickets. In fact, it's even cheaper than buying two train tickets.
- Emma:** Yes, but going by train is much faster than going by car – it only takes four hours by train.
- Tim:** Does it? That's not too bad.
- Emma:** And what's more, the train's much greener than either driving or flying.
- Tim:** Yeah, you're right. Let's do that.

- 2** Read through the instructions with the class. For weaker classes, check students' understanding by asking questions: *How many types of transport do you write for each answer? (one); Can you use each type of transport once or more than once? (more than once)*. Play the recording twice if necessary, pausing the recording the second time after each answer to check the answers around the class.

1 plane 2 car 3 car 4 plane 5 train

Ask students to look at 1–5 in Exercise 2 again. Ask: *Why is 4 different from the others?* Elicit that it is a longer adjective and we use *the most* with longer adjectives. Read through the grammar box with the class. Superlatives should be revision for the class but check understanding by drawing a two-column table on the board and writing *the -est* above one and *the most* above the other. Give students different adjectives and ask them to tell you which column they go in. Write them on the board. When you have finished, ask them to make superlative sentences using the adjectives on the board.

Alternatively, and if you think your class might need a bit more support, present comparatives together on the board: write *Mount Etna (3,350 m)* on the board and elicit the sentence: *Mount Etna is 3,350 m high*, then add: *Mount Kilimanjaro (5,895m)*. Write a gapped comparative sentence, e.g. *Mount Kilimanjaro is Mount Etna*, and elicit the comparative sentence: *Mount Kilimanjaro is taller than Mount Etna*.

Finally, add *Mount Everest (8,848 m)* and elicit: *Mount Everest is the tallest*.

- 3** Ask students to do the task alone or in pairs if they need the support. Check the answers around the class. Again, ask students why we use adjective + *-ier* in 1 and *more + adjective* in 2. Elicit the answer, then read through the second grammar box with the class.

LANGUAGE NOTE

Remind students that we use *than* in comparative sentences as a preposition and conjunction to join the two parts of the sentence. Students should not confuse it with *that*, which we use to refer to something we mentioned earlier or that the person we are talking to already knows about, e.g. *She went to that school*.

1 easier 2 more 3 quickly 4 better

- 4** Stronger classes can work through the two parts of the activity together, otherwise break each part down and check the answers to the gapped sentences before moving on to the rule.

Fast finishers can see how many more adjectives they can add to each category and share these with the class when you check the answers.

1 bigger 2 the largest 3 more slowly
 4 the worst 5 more comfortable 6 better
 7 more quietly 8 better

- 5** Read through the sentences and rule with the class. Then elicit answers.

1 a smaller amount **2** a different amount
3 the same

Refer students to the Grammar reference on pages 199–201 for further information/practice on comparatives and superlatives.

WRITING

SB P17

A REVIEW

- 1** Students read the text quickly to find out if the writer liked Salzburg.

Although the writer says the train journey was expensive and that Salzburg Zoo is a long way from the city centre, everything else he says is positive. In particular he says, “We spent three great days in Salzburg ...” which tells us he enjoyed the trip.

- 2** Ask a student to read the first two sentences out to the class. Read the second sentence beginning *Although ...* again and elicit whether the first part of the sentence agrees with the second part of the sentence (no, they contain opposing or contrasting information). Ask a student to read the next sentence and ask the same question (this time the second clause adds more information). Ask students to do the same in pairs with the remainder of the text. Check students’ ideas and for each linking word, elicit what part of the text it refers to, e.g. *too* in the second line adds information to ‘fast and comfortable’.

Adds more information: and, too, also, What’s more,
 As well as
 Contrast: Although, but, though

- 3** For weaker classes, draw a two-column table on the board, with the titles *add info* and *contrast*, and elicit the linking words from the text to go in each column. Students then have a clear reference to aid them in completing the sentences.

1 but **2** Although **3** and **4** What’s more
5 As well as **6** too **7** also **8** though

- 4** Ask students to write around 100 words. Students can do this task in class or for homework. If they do it for homework, there will be more time in class for peer marking: ask students to swap reviews and provide feedback. Ask them to focus on their partner’s correct use of linking words and phrases and whether they liked the review.

VOCABULARY

SB P17

EASILY CONFUSED TRAVEL WORDS

WARMER

Put students into pairs and ask them to read the speech bubbles together, noting the words in bold. Students tell each other about an experience for each of the words in bold. Give pairs two minutes to discuss, then ask individuals to report back on one of their partner’s experiences.

In their same pairs, ask students to look at the words in bold again and come up with a definition for each word. Tell students to make sure that the definitions show the difference between that word and the other word.

Suggested answers

trip: a journey in which you go somewhere, usually for a short time, and come back again

tour: to a place or area, especially when you look around the place and learn about it

transport: a system of vehicles such as buses, trains, aeroplanes, etc. for getting from one place to another

travel: make a journey, usually over a long distance

journey: the act of travelling from one place to another, especially in a vehicle

- 1** Ask students to complete the sentences either on their own or in pairs for support. Go through the answers as a class.

1 trip **2** transport **3** tour **4** journey **5** travel

FAST FINISHERS

Fast finishers can pair up and begin discussing the questions in Exercise 2.

- 2** You might like to mix up the pairs for this activity so that students have the chance to talk to someone different. Fast finishers can ask each other their own questions using the words in bold.

GRAMMAR

SB P18

SO AND SUCH, TOO AND ENOUGH

WARMER

Ask students to look at the photo and say what they think the people are doing (looking at a timetable and planning their journey). Ask students what kinds of journeys you need to plan (long journeys, journeys with lots of connections, etc.). Ask: *In your country, how do most people make long journeys? Why? How do you like to travel?*

Put students into groups or pairs to discuss the questions. Give them two minutes then check students’ ideas around the class.

- 1** Read the instructions with the class and ask students which adjectives *best* and *worst* come from (*good*, *bad*) and elicit the comparative forms (*better*, *worse*). Look at the reviews with the class and ask students how they can find out which hotel has the best/worst comfort/service/food (by looking at the stars). Allow weaker students to find the information in pairs, then feedback as a class.

Campbell House has the best food.
 Drumcraig Lodge is the smallest.
 Hotel Glenross has the worst service.

- 2** 009 For weaker classes, explain to students that they won't hear the two people making a decision, just the things that are important to them. The students have to choose the best hotel for them and say why. Play the recording, then elicit the answer.

Drumcraig Lodge because it's not too noisy and it's fairly close to the city centre. The quality of food doesn't bother them because they're planning to explore lots of different restaurants.

AUDIOSCRIPT 009

- Emma:** Right, so, what about a hotel? We want to do lots of sightseeing, so we shouldn't stay anywhere that's too far from the city centre.
- Tim:** Yes, but we don't want anywhere too noisy – I hate it when you can't get enough sleep at night.
- Emma:** So do I. And we want somewhere that serves good food.
- Tim:** Do we? We're going to explore lots of different restaurants, aren't we? Edinburgh has such great places to eat. The hotel restaurant doesn't matter so much.
- Emma:** No, I guess it's not so important. Now, let's look at some reviews.

- 3** Read the section in the grammar box on *so/such* with the class and elicit the answers. Elicit or point out that when we are making a sentence using *such* with a singular noun we use *a/an*: *Edinburgh is such a great city*. Ask students why we use *so/such* (to make the adjective stronger). Ask students to make other sentences with *so/such* in pairs or around the class. Correct any mistakes relating to the formation of *so/such*.

Then go through the section on *too/enough*. Explain to students that *enough* can also go before a noun: *Did the students have enough pens?*

1 such **2** so **3** too **4** enough

- 4** Ask students to try to complete the sentences on their own. Weaker students can refer to the grammar box to help them but stronger students should try to complete the exercise alone. Allow students to compare answers in pairs and if they have different answers, they should try to look back over the grammar box together to find the correct answer. Check answers around the class.

1 so **2** such **3** enough **4** enough **5** too
6 too

- 5** Follow the steps for Exercise 4.

1 so **2** too **3** such **4** enough **5** too

FAST FINISHERS

Fast finishers can try to make more gapped sentences from the hotel reviews and swap them with another fast finisher to complete. Ask the rest of the class to check these when you check the main key.

Refer students to the Grammar reference on page 201 for further information/practice on *so*, *such*, *too* and *enough*.

- 6** Before students discuss the question, brainstorm a few alternative places to stay and write these on the board to help students. Give students a couple of minutes for discussion, then elicit answers around the class.

EXTENSION

Ask students to look again at the online reviews and talk in pairs about which hotel they would like to stay at. They should give each other reasons for their answers, using comparatives and superlatives.

EXTENSION

Put students into groups of three or four and ask them to each think of two adjectives each (or more depending on the time you have available) and write these on small pieces of paper. Students should place the pieces of paper in a pile in the middle of the table face down. They take turns to turn over an adjective and make a sentence using *so*, *too/enough* or a comparative or superlative adjective.

P TO AND TOO

- 7** 010 Stronger classes could attempt this listening with their books closed and try to write down the word they hear. Play the recording again and drill the words chorally and individually.

They sound the same.

AUDIOSCRIPT 010

too to

- 8 011 Point out that students are listening for the word which *sounds* shorter and they should try not to think about how they are spelled. Play the recording and elicit the answer, then drill the sentence if necessary.

to is shorter

AUDIOSCRIPT 011

It's too far to drive.

- 9 012 Read the instructions with the class then play the recording. Drill the sentences once with the class then allow students to practise in their pairs.

AUDIOSCRIPT 012

It's too small to stay in.
 It's too far from the city centre.
 Do you want to go by car?
 That's not too bad.

LISTENING

SB P19

WARMER

Refer students to the map and the photos and ask them what they can see and what they show (Madagascar). If students have access to the internet in class, they could spend a few minutes doing an internet search to find some interesting facts to share with the class.

- 1 Match the photos with the landscapes as a class. Invite students to compare the photos using the comparative and superlative structures they covered in the previous lesson, e.g. *The rainforest is wetter than the mountain region.*

A rainforest B dry and rocky
 C high and mountainous

- 2 Put students into pairs to brainstorm. If you are short on time, split the class into three and have groups look at just one photo, then feedback to the rest of the class on their photo.

- 3 013 Draw the four points of the compass on the board and elicit the words for each point. Write them on the board. Then do the same for *north-west*, *south-east*, etc. Read the instructions with the class and check that students understand they have to match the parts of the island with the photos from Exercise 1. Play the recording, then check answers as a class.

A the east B the south C the centre

AUDIOSCRIPT 013

Hi, I'm Jo, and I want to tell you about my trip to the sunny island of Madagascar. I went there last year for a university geography project. The island has just two main seasons – a dry season, and a rainy season. But even in the rainy season, there's still plenty of warm sunshine, especially in the morning. Then in the afternoon, there are often storms. But the most interesting thing about Madagascar's climate is the incredible variety – in fact, it's completely different in every part of the island.

For example, the south of Madagascar is warm, dry and windy. The temperatures drop down to about twenty-three degrees in the dry season from May to October. And because there's so little rainfall in the south, the landscape is really dry and rocky. I took some photos of scenery that looks exactly like the moon! It was amazing.

That's very different from the northwest of the island, where it rains a lot. It's especially wet at the beginning of the year. But then, from May to October the northwest is pretty dry too. And because it's not so windy, it's warm all year round.

Then there's the east coast, where there's plenty of rain all year, with an average of two or three hundred millimetres of rain a month. So it's always warm and wet on the east coast. And because the weather is so humid, there are thick rainforests in this part of the island. These are home to lots of fantastic wildlife, especially monkeys!

Finally, there's the centre of the island, which is different again. Here, the temperatures are only around twenty-two degrees in the warmer part of the year, and it's fairly cool between May and September. It rains quite a lot from December to March, and then much less in the dry season. The island's high and mountainous in the centre, and there are farms on the hillsides. I went on a trip to a rice farm, which was really interesting. Madagascar is a truly amazing place!

- 4 013 Give students a few moments to read and underline the keywords in the six questions. Play the recording, then check answers around the class. For weaker classes, play the recording a second time and pause after each answer for the students to say the answer.

1 False. The island has two main seasons.
 2 True 3 False. It's warm, dry and windy in the south of Madagascar. 4 False. It's warm all year round in the northwest. 5 True 6 True

- 5 Students choose which one of the three areas they would like to go to and give reasons why it's the best place to go to. Their partner should use polite language to disagree and put forward their own choice.

EXTENSION

In their pairs, students choose one of the places in the photos they want to visit. They then have to decide what items they are going to pack in their suitcases which are suitable for the trip. Students report back to the class – *Did everyone pack the same thing? Did anyone forget to pack something important?*

VOCABULARY

SB P19

WEATHER

WARMER

Put students into pairs and give them one minute to brainstorm as many weather words as they can. When one minute is up, ask students to count how many words they've got, then ask the pairs with the most words to come and write them on the board. The rest of the class can check to see if they have any different words.

- 1 Read and model the words in the box, paying particular attention to *dull* and *humid*. Ask students to work in pairs to match the items. Tell them not to worry if they aren't sure of an answer, but to match all the ones they are sure of first, then have a guess at the rest. Remind them that it's always worth having a guess, particularly in the exam, because they won't be penalised for an incorrect answer. Check the answers around the class.

1 cool 2 showers 3 breeze 4 climate
 5 dull 6 humid 7 fine 8 lightning
 9 chilly 10 damp

- 2 Ask students to complete the sentences with the words in the box from Exercise 1. Check answers around the class.

1 lightning 2 showers 3 climate 4 humid
 5 cool

- 3 Ask students to work individually to complete the text, then elicit answers to check as a class.

1 damp 2 chilly 3 dull 4 fine 5 breeze

- 4 Ask students to tell you what the weather is like today, then ask students what the climate is usually like where they are.

- 1 This activity would also work well in groups of three or four so that students can pool their information. If students don't know what green tourism is, tell them to have a guess. Tell students to give reasons and examples when they are answering. Go around the class and help with any vocabulary students might need; note down any interesting points to share with the class later, but don't correct students at this point. Allow groups five minutes for this activity, then check students' ideas around the class. Check students' ideas of what green tourism might be, then elicit different ideas on how tourism can be green.

- 2 Ask students to quickly read the leaflet on green tourism and say how many of their ideas were mentioned. Then ask students to complete the sentences on their own, before checking answers around the class.

1 fossils fuels 2 environmentally friendly
 3 Conservation 4 waste 5 carbon footprint
 6 Climate change

- 3 Put students back into the same groups as in Exercise 1 and give them five minutes to discuss the questions. For extra practice, ask two students from the group to move to the group on their left and share their ideas with the new group.

Read through the *Did you know?* box with the class. Ask students if they know any other words which are different in British and American English, e.g. *flat* – *apartment*.

SPEAKING PART 3 TRAINING

SB P20

MAKING SUGGESTIONS, ASKING FOR OPINIONS, AGREEING AND DISAGREEING

- 1 If your class is a multinational class, split students so that they are working with students from another country. In pairs, students answer the questions. Give them a couple of minutes, then elicit ideas from the class.

EXAM INFORMATION

In this part, students are given a visual stimulus and asked to have a discussion around the situation shown in the pictures. The candidates will always hear the same standard instructions from the examiner. Students are then expected to discuss the pictures with each other for 3–4 minutes. They should show that they can use a variety of language to perform such functions as making and responding to suggestions, which they will be introduced to in this section.

PUSH YOURSELF

B2

SB P20

VOCABULARY: ENVIRONMENT

BACKGROUND INFORMATION

Green tourism (also called *responsible tourism*, *sustainable tourism* and *eco-tourism*) is low impact, environmentally-friendly tourism that does not harm the local environment.

- 2** **014** Explain to students that they are going to listen to exam candidates doing Part 3 of the Speaking exam. Examiners are interested in how the candidates make and respond to suggestions, and what language they use to do this. Read through the questions with the class and ask them to underline the keywords (1 sound interested; 2 make suggestions; 3 respond to ideas), which are the things they need to listen out for. Play the recording, then check students' answers.

1 yes 2 yes 3 yes

AUDIOSCRIPT 014

- Man:** So, a group of teenage students want to go away on a weekend trip. What do you think?
- Woman:** OK, let's take a look. Well, I think the city is the best place for them to go.
- Man:** Sorry, but I don't agree with you. I think it costs a lot to take a weekend break in a city. The teenagers might not have enough money for city hotels, restaurants and theatres and so on.
- Woman:** Yes, you're right. It is expensive. So, let's see what the other possibilities are. Well, I think they'd enjoy going to the seaside.
- Man:** Do you think so? I think the seaside's more for children. I don't think there's much they could do at the seaside.
- Woman:** Really? I think there are lots of things that teenagers can do at the seaside. Beach volleyball, windsurfing, all sorts of things.
- Man:** That's true. They could have fun at the seaside.
- Woman:** More fun than in the countryside, I think.
- Man:** Yes, I agree.

- 3** **014** Draw students' attention to the table in Exercise 3. Tell them to ignore the gaps at the top for now. Read through the phrases with the class, then tell students they are going to listen again and to tick what they have read. Play the recording and check students' answers. You might like to pause the recording after each answer and ask students if the speaker is agreeing, disagreeing, making a suggestion or asking for an opinion.

Column 1
 I think they'd enjoy going to ...
 I think the is the best place for them to go.
 Column 2
 What do you think?
 Column 3
 Yes, you're right.
 I agree (with you).
 That's true.
 Column 4
 Sorry, but I don't agree (with you)
 Do you think so?
 Really?

- 4** Ask students to complete the table with the correct headings. Students can check their answers in pairs. If their answers don't agree, they can check with another pair to try to find the correct answer.

Column 1: making a suggestion
 Column 2: asking for an opinion
 Column 3: agreeing
 Column 4: disagreeing

- 5** Students can complete these sentences on their own, then practise saying them with a partner. Their partner can then give them feedback on their intonation and whether they sound interested. Monitor and help students with their intonation.

1 might 2 agree 3 a great idea 4 you agree?

- 6** Direct students' attention to the pictures and tell them that they are now going to do Speaking Part 3 together. If you think your class might need a bit more support, draw a mind map on the board and elicit some ideas from the class. Write the ideas on the mind map.

As an alternative, have students do the activity in groups of four so that one pair does the speaking exam and the other pair times them for 3–4 minutes, listens and provides feedback by asking themselves the questions in Exercise 2 about their classmates. When they have finished they provide their feedback, then swap roles.

Otherwise give students a limit of 3–4 minutes and tell them that they should treat the speaking activity as if they were in the exam. Go around the class, and note any interesting language or any issues with the functional language to share with the class after the activity.

SPEAKING PART 4 TRAINING

SB P21

EXAM INFORMATION

This section is approximately three minutes long. This is a three-way discussion inviting candidates to agree and disagree. The Student's Book focuses on giving answers and reasons individually in this unit.

- 7** **015** Give students a couple of minutes to read through the questions and answers then match them. Students check their answers in pairs before you play the recording. For extra practice, ask the students to answer the questions in pairs using the information in the table.

- 1** Do you like holidays in the city or at the seaside?
I prefer holidays in the city because I love shopping and visiting museums.
- 2** What's your ideal holiday destination?
My ideal holiday destination is somewhere lively that has good nightlife because I really enjoy dancing.
- 3** Do you prefer to go on holiday with your family or with friends?
I'd rather go on holiday with my family than with my friends because we have a lot of fun together.
- 4** What time of year do you like to go on holiday?
Autumn is my favourite time of year to go on holiday because I prefer cooler weather and there aren't so many people.
- 5** What do you think about camping holidays in the countryside?
I like the countryside, but I'd rather stay in a hotel than a tent because the weather might be cold and wet.

AUDIOSCRIPT 015

1

Examiner: Do you like holidays in the city or at the seaside?

Candidate: I prefer holidays in the city because I love shopping and visiting museums.

2

Examiner: What's your ideal holiday destination?

Candidate: My ideal holiday destination is somewhere lively that has good nightlife because I really enjoy dancing.

3

Examiner: Do you prefer to go on holiday with your family or with friends?

Candidate: I'd rather go on holiday with my family than with my friends because we have a lot of fun together.

4

Examiner: What time of year do you like to go on holiday?

Candidate: Autumn is my favourite time of year to go on holiday because I prefer cooler weather and there aren't so many people.

5

Examiner: What do you think about camping holidays in the countryside?

Candidate: I like the countryside, but I'd rather stay in a hotel than a tent because the weather might be cold and wet.

- 8** Put students into groups of three. Two are candidates and one is the examiner. The examiner times the candidates for 3–4 minutes. The examiner should ask the students the questions and note any areas of improvement in order to give positive feedback. The candidates should try to remember to look up, maintain eye contact and be cheerful and interested. When the students have finished, they should swap roles and repeat. If time is short, the examiner can ask each candidate one question before they swap roles.

Suggested answers

Do you enjoy holidays at the seaside or in the mountains?

I prefer holidays in the mountains because I love snowboarding.

What's your favourite holiday destination?

My ideal holiday destination is somewhere where there is a lot of nature because you can really relax.

Who do you like to go on holiday with?

I like to go on holiday with my friends because we always have lots of fun together.

What time of year would you rather go on holiday? Why?

I'd rather go on holiday in the summer because it's warm and you can spend all day at the beach surfing.

What kind of accommodation do you prefer to stay in? Why?

I prefer to stay in a tent because it's different and lots of fun.

EXAM FOCUS

SB P22

READING PART 2

Look at the descriptions of the people and places on the page, then read the exam facts in the box with the class. Elicit from students how many requirements the people have which students have to match (three). Ask how many of the requirements they have to match to one place (all three). Read through the tips box with the class.

Suggest that students spend seven minutes doing the task individually under exam conditions. Remind students to follow the tips in the tips box. When the time is up, check the answers around the class.

FAST FINISHERS

Ask fast finishers to read the part of the text which gave them the answer.

- 1 C** spend as little money as possible = attractions at a discount or for free; would like to explore the city on foot = walking tours; speak ... a little of the local language = a section with basic words and phrases
- 2 H** things to do ... with her six-year-old daughter = suggestions for activities for every age group; choose some accommodation = information about where to stay; would also like to know how to use the city's public transport = everything you need to know about getting around by bus or underground
- 3 A** with his wife Carole, who uses a wheelchair = helpful information about places suitable for disabled visitors; recommends good restaurants = tips from local people about where to eat out; details about well-known paintings = descriptions of the contents of famous museums and art galleries
- 4 D** driving in Paris = anyone who needs to travel ... by ... car; making trips outside the city = useful information about places to visit in the areas surrounding Paris; suggestions about the best places to listen to music = concert halls
- 5 G** see as much as possible of Paris in just two days = tours taking in the main sights suitable for the ... shortest of trips; discover about the history of the city = everything you need to know about Paris from ancient Roman times up to the present; some ideas on where to buy stylish clothes and shoes = tips to help you find ... the latest fashions

SPEAKING PART 3

SB P23

Read the exam facts and tips with the students. See if students can remember from the previous lesson how long they need speak for (3–4 minutes). Also tell students that even if they agree with the other candidate at the beginning of the discussion, they should still continue to discuss the other options so that they can demonstrate their language skills to the examiner.

As before, students can do the exam practice task in pairs on their own or with another pair acting jointly as the examiner, then swap roles. Alternatively, if you have time, they can do the task in groups of three with two candidates and one examiner and rotate so that all three students take a turn at being the examiner. Monitor the students and note any interesting language to feedback on after the activity, but don't interrupt students while they are doing their speaking exam practice. You can either give feedback to individual groups or class feedback at the end.

➔ **SPEAKING BANK** / pages 241–242

SPEAKING PART 4

SB P23

Read through the exam facts and exam tips with the class. Tell students it's better to speak at a natural speed and make the odd mistake than speak slowly and think about everything you are saying.

Ask students to do the exam practice task in groups of three, with one student in the group acting as the examiner. When they have finished, ask the examiner to join another group and change roles with one of the candidates. Repeat this so that everyone in the class has had a chance to be a candidate and an examiner.

➔ **SPEAKING BANK** / page 243

EXTENSION

Ask students to stay in their groups and discuss what they found easy or difficult in Parts 3 and 4. Then elicit students' experiences. If a few students have issues in the same area, go over this with the students and/or give students extra practice from the Speaking Bank on page 243.

HOW WAS IT?

Finally, read through the options in the *How was it?* section and elicit the meaning of each one: *gave it a go* (I tried hard but didn't feel it went particularly well); *getting there* (I'm improving but I'm not perfect yet); *aced it* (I feel I did really well). Ask students to tick the appropriate box.

You might like to ask students to share how they felt about the task to get an indication of your students' confidence. Depending on your class, you might like to do this openly or allow students to give their feedback without their classmates seeing. For example, give each student a piece of A4 paper with the *How was it?* scale written in large letters. Allow students to tick the relevant box then hold up their papers at the same time so that you can see how well students think they are doing.

REAL WORLD

SB P24

WHERE CAN I STAY IN ... AUCKLAND?

WARMER

Put students into pairs and give them 30 seconds to brainstorm as many different types of accommodation as they can. This can either be for their own country if students are all from the same place or generally. After 30 seconds, ask students to total up their words. They get one point for each answer. Invite the pair with the most points to write their words on the board. If they spell something incorrectly, the rest of the class can challenge them and they lose a point. If they lose enough points to fall below the pair with the second highest score then that pair can replace them at the board to finish the list.

- 1** If you did the warmer activity, remind students to use their ideas in their discussion. Give students 2–3 minutes to talk in pairs or small groups, then ask students to share their ideas with the rest of the class. Alternatively, ask one student from each pair or group to join a different pair or group and share their ideas, then ask students to say if they found any of the ideas reported from the other group interesting or surprising.

To extend the activity, ask students to also come up with disadvantages and record both the advantages and disadvantages in two columns on the board.

- 2** Ask the class what they know about New Zealand. If you have a world map in the classroom, ask a confident student to locate the country on the map. Ask what the climate is like there and what sort of things a tourist might visit there. If students have access to the internet in class, they could do a quick internet search to find information to share with the class.

Draw students' attention to the photos and ask them what types of accommodation they think they show. Ask students to read the text individually and match the accommodation types with the descriptions on the web page. For weaker classes, you might prefer to read the text as a class, with a different student reading each section.

A bed and breakfast and homestays **B** campsites
C hostels **D** DOC huts **E** motels

- 3** Before students read the text, give them a few moments to underline the keywords in the questions. Students read the text again, this time individually, and match the sentences with the accommodation type in the text.

FAST FINISHERS

Fast finishers can create more sentences from the text for another fast finisher to match to the text.

Check the answers around the class and ask students to say the part of the text which helped them find the answer.

1 DOC hut **2** apartment **3** bed and breakfast/
 homestay **4** hotel **5** hostel

- 4** Stronger students can try to match the words with the definitions first, then read the text to check. Check answers around the class and ask students to read out the section in the text when giving the answer.

Have a quick show-of-hands poll to see who has stayed in each of the room types. Invite students to share their experiences, e.g. who they stayed with, where they visited.

1 twin **2** en suite **3** single **4** dormitory
5 double

- 5**  **016** Check students' understanding of what they need to do by asking: *How many options do you need to use?* (three). Give students a couple of moments to underline the key words in the options before they listen (a *arriving, motel, booked in advance*; b *asking, accommodation, Tourist Information Office*; c *someone in the street, places to stay, town*; d *phone, hotel, book in advance*). To give extra support, ask students what words they think they might hear on the recording for each option; for example, the speaker might mention their car. Play the recording and check answers with the class.

1 b **2** d **3** a

AUDIOSCRIPT 016

1

Man: Hi. Can I help you?

Traveller: Yes. Do you have any information on accommodation?

Man: Yes. Sure. What kind of accommodation are you looking for?

Traveller: Probably a hostel. And we're looking for somewhere close to the city centre.

Man: OK. Are you happy with a dorm?
 A dormitory?

Traveller: Yes, that's fine.

Man: And is it just for one night?

Traveller: No. For three nights.

Man: OK. There's Queen Street Backpackers. It's very popular, and it's in a great location, right in the city centre. They've got some spaces.

Traveller: OK. Is there a kitchen?

Man: Yes, there are two kitchens and a room where all travellers can relax, and it has hot showers 24/7. There's also free wi-fi.

Traveller: And how much is it?

Man: 27 dollars for a bed in a six bed dorm. There's a choice of a mixed dorm or an all female one.

Traveller: OK. That sounds good. We'll go for that. And we'd prefer an all female dorm.

Man: Great. OK, if you could just fill in your details here, I'll get that booked for you.

Traveller: Thanks.

2

Receptionist: Hello. Auckland City Hotel. How can I help you?

Traveller: Hello. Do you have any rooms available for tonight, please?

Receptionist: Let me just check. Is it for two people?

Traveller: Yes.

Receptionist: And would you like a double room or a twin room?

Traveller: A twin room, please.

Receptionist: OK. We have a room available. It's a standard room at \$150. All our rooms are en suite, and they all have air conditioning. There's free wi-fi too.

Traveller: Does the price include breakfast?

Receptionist: No, breakfast is extra. It's \$10 per person. Would you like to go ahead with that?

Traveller: Yes, please.

Receptionist: OK. So if I can just take your name?

Traveller: It's Jones. Sam Jones.

Receptionist: And can I take a contact number for you?

Traveller: Yes, it's 07760 453782.

Receptionist: OK, Mr Jones. That's all booked for you. We'll see you later today.

Traveller: Thanks. Bye.

Receptionist: Bye.

3

Receptionist: Hi. How can I help you?

Traveller: Hello. We've got a room booked for tonight.

Receptionist: OK. What's the name, please?

Traveller: It's Edmund. Sophie Edmund.

Receptionist: Ah, yes. I've got you down for a value twin – is that right?

Traveller: Yes.

Receptionist: So, the value rooms have a shared bathroom. Is that OK for you?

Traveller: Yes, it's fine.

Receptionist: That's great. Breakfast isn't included in the price, but we have an on-site restaurant where you can get breakfast, and also a meal this evening if you want.

Traveller: OK.

Receptionist: Right, I'll need you to fill in these forms with your name an address, passport number and car registration number. And how would you like to pay?

Traveller: I'll pay by card, please.

Receptionist: Right. If you could just pop your card in there for me? Thanks. So that's \$110. If you could put your PIN number in?

Receptionist: And that's all gone through for you. So, you'll be in room 46. That's on the first floor. Check out time tomorrow is eleven o'clock.

Traveller: That's fine.

Receptionist: Thank you. Enjoy your stay.

6 **016** Students could try to answer the questions first, then listen to check their answers. Otherwise, play the recording for students to answer *True* or *False*.

Check answers as a class and ask students to correct the false sentences.

1 True **2** False. There are mixed dorms and all-female ones. **3** True **4** True
5 False. The value rooms have a shared bathroom.

7 Students can do this task individually, before checking their answers. If their answers disagree, encourage students to talk it through.

1 information on **2** looking for **3** how much
4 sounds; go for **5** rooms available
6 price include **7** booked for **8** by card

8 Allow students to work in their pairs. If they are unsure about an answer, tell them to try to match the answers they are confident about first, then come back to the others. Ask students to look at 4 again: *What does 'value' mean?* (value refers to the phrase 'value for money', which usually means that it is a cheaper option). Look again at 6 and ask students why they think that the phrase 'gone through' is used to mean 'your card payment was successful' (it means that the machine has communicated with your bank, i.e. *gone through* to your bank).

1 c **2** e **3** f **4** a **5** d **6** b

EXTENSION

Students work in pairs and role play one of the situations from the lesson using the phrases in Exercises 7 and 8. When they have finished, they can swap roles with their partner or swap partners. Invite one or two confident students to repeat their role play for the class.

WATCH

SB P25

9 Tell students they are going to watch a video about New Zealand. Read through the topics, then play the recording.

Suggested answers

The country: made up of two islands, the North Island and the South Island. Auckland is on the North Island; lots of beaches

Wildlife: sea lions and whales

Camping: camping is very popular, especially from December to February, which is summer there; campsites are in beautiful areas; in many places wild camping is also allowed in the mountains and on the beaches

Hostels: popular with young people because they are cheap. You can wash your clothes and use the internet; places where you can meet other travellers

Homestays: good place to stay if you want to experience real New Zealand family life. They are popular with students

Motels: quite cheap and they're close to the road, but they don't provide food

VIDEOSCRIPT AUCKLAND

Auckland is a city on the North Island of New Zealand. It's a big, busy city, and there are lots of things to do there, including museums, parks and theatres. It's also a great place to start a tour of New Zealand. Because New Zealand is two islands, there's plenty of coastline to explore, with some wonderful beaches. There's also plenty of wildlife to enjoy, like sea lions, and, if you fancy going out on a boat, whales. You can see whales all around the coast of New Zealand, and it's definitely worth going on a whale-watching trip while you're there. If you want to enjoy the New Zealand countryside, then camping is a good choice for your accommodation. Camping is very popular, especially from December to February, which is summer in the Southern hemisphere. A lot of campsites are in beautiful places, near mountains or lakes, and in many parts of the country, wild camping is also allowed in the mountains or on beaches. Hostels are a great place to stay if you're travelling alone. Backpackers usually stay in hostels, because they're cheap. You can wash your clothes there and there's internet access. They also have areas where you can relax and meet other young people to discuss your travel plans. You might even find someone to travel with. If you're missing family life, you can choose a homestay. You usually eat with the host family, and they might take you to visit local places of interest. Homestays are a great way to experience the New Zealand way of life, and they're popular especially with students. New Zealand is a great place for a road trip. A lot of roads are quite empty, and there's some stunning scenery. If you're travelling by car, motels are a great place to stay. Rooms are simple and not too expensive. If you prefer luxury and a good breakfast in the morning, you can always pay a bit more and stay in a hotel. However, eating a big breakfast may not be the best idea in the world if you're going to try this popular New Zealand tourist activity – bungee jumping!

- 10**  For weaker classes, allocate one topic point to each pair (duplicating if you have more students in your class), and ask students to compare their topic point in New Zealand with that in their own country. This will be an opportunity for students to use the comparatives which they looked at earlier in the unit. You might prefer to open up the bungee jumping question to a class discussion as this is something that might invite lively discussion from the class.

LIFE COMPETENCIES

SB P25

EVALUATING IDEAS, UNDERSTANDING CULTURES

- 11** Ask students what words they might use for an internet search, e.g. Paris accommodation types/choices/options. Students can do this activity in class or in their spare time, e.g. in a class break, with their partner, and present their ideas to the class at the beginning of the next lesson. Alternatively, students could do their online research alone at home, then complete the second half of the activity with a partner at the beginning of the next lesson.

EXTENSION

Students make their own video about accommodation in their country on their smartphone. Students can do this in pairs during class time or at home individually. If students do the activity in class, give them five minutes to research online, then make a video presentation. Invite pairs to share their video with the class on the IWB or directly from their phones, if appropriate, in small groups.

➔ **WORKBOOK** / Unit 1, page 8