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## Unit aims

- Talking about education and hobbies and leisure
- Reviewing the use of the present perfect
- Using the past perfect to tell stories
- Understanding a magazine article and a conversation about summer camp
- Telling a story
- Writing an anecdote
- Learning about safety in water sports
- Creating a public service announcement about staying safe when doing an outdoor activity

## Resources

- Workbook Unit 1
- Practice Extra Unit 1
- Collaboration Plus Unit 1
- Extra Grammar Practice Worksheet 1

### STUDENT'S BOOK PAGE 12

**Warmer:** Play *Hangman* with the word **TECHNOLOGY** (10 letters). Then brainstorm a list of technology items with the class. They can be personal items and things we find in the classroom, e.g., *laptop, cell phone, tablet, projector, interactive whiteboard*. Write them on the board to make a spidergram.

- 1 • Choose students to read the questions aloud. Discuss each question as a class.
  - For question 1, focus students' attention on the picture. For question 2, ask students to look around the classroom and think of other classrooms they've been in. For question 3, ask students to think about how they use technology in their free time and then encourage them to explain how they use it.
  - As you discuss the questions, add any missing technology words to the spidergram from the Warmer.

**Answers:** 1 tablet, keyboard, notebook, pen, headphones, a map; 2 Students' own answers; 3 Students' own answers

## Video: Work and play

The video is about the differences between a student's school and free time in his old life in the U.S. and his new life in Australia.

## Video script page 133

- 2 • Before playing the video, ask the class to predict what subjects Liam might study at school and what activities he might do in his free time.
  - Ask students to read the questions and explain any new language. Encourage students to think about the questions as they watch.
  - Play the video twice. Put students into groups to compare answers, then check as a class. Write the answers on the board.

**Possible answers:** 1 He goes to high school instead of middle school, He travels to school by bike instead of bus, He studies robotics and uses laptops and tablets in class, They don't go to school when there are dangerous fires instead of when there is snow; 2 He goes surfing at the beach instead of playing football, The summer break is in December and January instead of June to September, He's going to hang out by the pool or go surfing instead of skiing or snowboarding with his friends, 3 Students' own answers

## Extra support (optional)

Before they watch, give students a list of the activities that Liam does in school and out of school, and some other activities that are not mentioned, but mixed up. As they watch, students sort the activities into the correct groups: In school / Out of school / Not mentioned.

## Extension (optional)

Write prompts on the board: *How often do you ... ? Do you like ... ? Why / Why not?* Put students into groups. Tell them to use the prompts to ask one another questions about the activities from the video.

## Homework (optional)

Provide students with a copy of the video script for reference. Students write a short message in reply to Liam, comparing their school and free time to his.

## Vocabulary

**Lesson aim:** Talking about school and studying

**Cambridge Life Competencies** – Learning to Learn

Core area: Taking control of own learning

Component: Managing the learning environment

**Can-do statement:** Manages the learning environment (e.g., study space, noise level) so as to be able to study more effectively.

**Warmer:** Books closed. Tell students they will read a blog by a girl named Clara, who writes about herself and her studies. Ask: *What can we predict about Clara?* Put students into groups to share ideas. Then ask a few groups to share their ideas with the class (e.g., her age, what grade she's in).

### 1 Audio script page 141

- Point to the pictures and ask students what they can see. Write students' ideas on the board. Then point to the text and ask: *What type of text is it?* (a blog)
- Put students into pairs to read the blog. Ask: *What's Clara's favorite class at school?* Then have volunteers read the blue words in the blog aloud.
- Check answers as a class. Play the audio and pause after each word for students to repeat it. Check that students understand the meaning of each word. Highlight the difference between a *paper* (a piece of writing that you do for school) and *some paper/a piece of paper* using physical examples.
- Focus students' attention on the American vs. British English box. To ensure students understand the difference between the U.S. and the U.K., write on the board: *What kind of school do you go to if you are ... from the U.S. and 12 years old? (middle school) from the U.K. and 12 years old? (secondary school) from the U.S. and 15 years old? (high school) from the U.K. and 15 years old? (secondary school).* Finally, ask students what kind of school they would be in if they were in a) the U.S., and b) the U.K.

**Answers:** Her favorite class is IT. **A** a paper, **B** handwriting, **C** high school, **D** the principal, **E** elementary school, **F** laboratory

- Focus students' attention on the second blog and ask: *Who wrote it? (Matilde) Why did she write it?* (It's a reply to Clara's blog in Exercise 1.)
- Students work individually to complete the blog with the correct words from Exercise 1.

- Put students into groups to compare answers, then check as a class.
- Check students' understanding of *curriculum* by eliciting a list of the subjects that make up their school curriculum.
- Ask which of the words has a shorter form that can be used (*laboratory* → *lab*).

**Answers:** 2 curriculum, 3 laboratory, 4 skills, 5 knowledge, 6 smart, 7 studies

- Before students begin, check they understand the difference between *skills* (things you can do) and *knowledge* (things you know) by making two lists on the board with examples of skills and knowledge that students have.
- Students work individually to complete the blog with their own ideas. Monitor and help with vocabulary, e.g., names for subjects.
- Put students into groups to read or listen to one another's blogs. Invite a few students to tell the class what the favorite subjects in their group are.
- Choose students to read the questions aloud. After each question, elicit a few possible answers from the class and write them on the board.
- Put students into pairs to ask and answer the questions. Encourage them to use the ideas on the board and their own ideas. Combine pairs to make groups of four and have them repeat the task.
- Invite volunteers to share with the class the ideas from their pair/group and write more possible answers on the board.

### 5 Learning to Learn

- Write *Study strategies* on the board. Ask: *What's a study strategy?* (Something we do so that we can study better) *Can we learn study strategies?* (Yes, we can try different strategies and find out what works best for us.) Read the tip aloud.
- Put students into pairs to read and discuss which of the strategies could help them focus better when writing a paper. Encourage them to give reasons for their opinions.
- For feedback, elicit students' opinions of each of the strategies and discuss as a class.

» **Finished?** Student's Book page 125, exercise 1

» **Workbook:** Vocabulary practice page 8

» **Practice Extra:** Unit 1 Vocabulary practice 1


Reading

**Lesson aim:** Understanding an online article about changes in a school over time

**Warmer:** Tell students where you went to school and how long ago. Put them in groups to write three or four questions that they would like to ask you about your school and schooldays. When they are ready, invite students to ask their questions. Answer the questions and invite volunteers to say how it's similar/different now to emphasize how education has changed since you were in school.

- 1
- Point to the pictures and text and ask: *Who wrote the online magazine?* (students at the school).
  - Invite volunteers to read sentences 1–3 aloud. Then tell students to read the article quickly and choose the correct answers. They should not worry about understanding every word, as they will have a chance to read the article more carefully later.
  - To check answers, put students into groups to compare answers, then check as a class.

**Answers:** 1 60, 2 different, 3 present

- 2
-  Point to the table and read the examples aloud.
  - Play the audio and have students follow along with the text, this time reading more carefully. Students complete the table with notes about the school in the past and present.
  - Put students into groups to compare their notes. Their notes will not use the same language but should express the same ideas.
  - Elicit answers from students and write a complete table on the board.


Possible answers:	
Then	Now
No computers / technology in the classroom	Computers in classrooms / smartboards
Not as many subjects on the curriculum	More different subjects on the curriculum
Students wrote papers with pens.	Students can write papers on a computer.
Only a class president	Student government
Not as many girls went to college.	Lots of girls go to college.
Only girls took home economics.	Girls and boys can take home economics / choose different subjects.
Classrooms had cassette players.	Classrooms have computers / smartboards.

Extra support (optional)

Before students start reading, give them a list of specific topics to find out about as they read: 1 curriculum, 2 technology, 3 writing papers, 4 student government, 5 college, 6 home economics, 7 classrooms. Focus on these seven topics during feedback.

- 3
- Ask students to remind you of the names of the writers of the comments in the article. Write the names on the board and underline the initial letters: Rafael, Ana, Lucas, Sofia.
  - Invite a volunteer read the example aloud and say where the answer is in the magazine. Tell students to read the comments in the article again and write the initial of the correct name next to each sentence. Put students into pairs to compare answers, then check as a class.

**Answers:** 2 A, 3 S, 4 R, 5 A, 6 L

- 4
-  Choose students to read the questions and the speech bubbles aloud. Give students a few minutes to think about their answers to the questions and write notes. Tell them that they can make up answers if they don't know, or if they don't want to talk about their real family. Then put students into groups to ask and answer the questions. Monitor and help with vocabulary as necessary.
  - Invite volunteers to share with the class the most interesting things they found out in their group.

Homework (optional)

Students interview a person they know about their schooldays, then write their own comment to add to the article. They can ask about: where they went to school, what subjects they studied, their best/favorite subjects, technology in the classroom, tests and exams, rules and traditions. The interview can be in students' L1 if the person they interview does not speak English, but the comment must be in English.

## Language toolkit

### Present perfect (review)

**Lesson aim:** Reviewing the use of the present perfect

**Warmer:** Write these words on the board: *new – have – I – just – moved – a – school – so – started – to – town – we – new – a – have*. Put students into pairs and ask them to use all the words to make one sentence. Tell them that the first word is *We* and the last word is *school*. After a few minutes, elicit the sentence and write it on the board: *We have just moved to a new town, so I have started a new school*. Review with students which words in the sentence can be contracted (*We've, I've*).

- 1 • Point to the post and invite a volunteer to read the text aloud. Tell the rest of the class to say *beep* instead of the possible answers.
  - Put students into pairs to choose the correct words to complete the post. Encourage them to explain their answers. For example, they should pay attention to whether the sentences are affirmative (+) or negative (-).
  - Put students into groups of four to compare answers, then check as a class. If students disagree about the answers, avoid explanation for now, but assure students that they will look at the rules in the following activities.

**Answers:** 2 yet, 3 already, 4 since, 5 for

- 2 • Ask: *What tense is used in the post? (present perfect) How do we make the present perfect? (have/has + past participle)*.
  - Put students into pairs to underline examples of the present perfect, then check as a class. Ask students to say which examples are affirmative, negative, and questions.

**Answers:** *'ve started, haven't met, 've (already) made, 's been, has been, 've been, have (you ever) changed*

#### Extra support (optional)

To review past participles, say the infinitives of some common irregular verbs and ask students to give you the past participles, e.g., *do → done, know → known, take → taken, see → seen, come → come, got → gotten* (British English = *got → got*). Write them on the board. This can also be done as a competition by splitting the class into two teams.

- 3 • Focus students' attention on the Language tools. Put them into pairs to complete the rules. Encourage them to check their ideas in the Grammar reference on page 135.
  - Check answers as a class. For each answer (including the example with *for*), ask students to look back and give an example from the post in Exercise 1.
  - Read through the Common error tip. Remind students to use *have/has* when making the present perfect. Explain that it's important to use *just, yet, and already* in the correct place in a sentence. Ask: *Which words should go between have/has and the past participle? (already, just) Which should go at the end of a sentence? (yet)*

**Answers:** 2 since, 3 just, 4 yet, 5 already, 6 ever

#### 4 Audio script page 141

- Point to the words in the box and invite a volunteer to read the example aloud. Students complete the conversation individually.
- Put students into pairs to compare answers. Play the track to check answers. Encourage students to justify their answers by referring back to the Language tools in Exercise 3.

**Answers:** 2 have / 've, 3 given, 4 for, 5 since, 6 never

- 5 • Put students into pairs to practice the conversation from Exercise 4. Encourage them to read a line, then look up and say it to their partner (instead of reading and speaking at the same time). Listen to students and help them improve their pronunciation.
  - In the same pairs, have students discuss how they can change the underlined words to make their own conversation. Ask volunteers to read the speech bubbles aloud. Then have students practice in pairs.

#### Homework (optional)

Students write a short paragraph about a hobby or interest they have, including a sentence about: how long they have done it for, something they have already done, something they haven't done yet, something they have just done, something they have never done. Students should end by asking the reader a question using *ever*.

» **Workbook:** Grammar practice page 9

» **Practice Extra:** Unit 1 Language toolkit 1, Listening practice

## Listening and Vocabulary

**Lesson aims:** Talking about hobbies and leisure; understanding a conversation about a summer camp experience

**Warmer:** Read aloud the letters of the word *cycling*, pausing between each letter: C ... Y ... C ... . Ask students to shout out the word when they think they know it and write it on the board. Do the same for more leisure activities, e.g., *swimming, running, reading, dancing, camping, singing*. Then put students into groups to tell one another which of the activities they like/dislike, and why.

### 1 Audio script page 141

- Point to the pictures and ask students what they can see. Write their ideas on the board. Then point to the words in the box and invite volunteers to say them aloud.
- Direct students' attention to the example and have them complete the activity. Play the track for students to check their answers.
- Play the track again and pause after each word so students can repeat it. Check that students understand the difference between a *beach* and a *bay* by pointing out the curved shape of the bay in the photo. Ask students to identify the beach in the bay.

**Answers:** 2 jogging, 3 sail, 4 bay, 5 surfboard, 6 workout, 7 take part, 8 practice

### 2 Audio script page 141

- Focus students' attention on the picture. Ask: *What are their names?* (Gabriel and Lara)
- Tell students they're going to hear Gabriel and Lara talking about their vacations. They should listen and write down two things that Gabriel did on vacation, and two things Lara did. Tell them they don't need to understand every word to complete the activity.
- Play the track twice. Students swap books with a classmate and check their partner's answers. Elicit answers.

**Answers:** Gabriel: cycling, swimming; Lara: surfing, sailing

### 3 Audio script page 141

- Read the sentences aloud and point to the sample answer. Tell students they will listen to the conversation again and decide if the sentences are true or false.
- Play the audio. Then put students into pairs to compare answers. Invite volunteers to share what word or phrase led them to the correct answer.

**Answers:** 2 F, 3 T, 4 T, 5 F, 6 T

### 4 Audio script page 141

- Before students listen again, put them into pairs to see if they can remember the missing words in the sentences. Tell students that all the words they need are in Exercise 1, but they may need to change the form of some of the words.
- Play the audio. Then put students into pairs to compare answers. Make sure students have used the past forms of the verbs in items 3 and 5.

**Answers:** 2 bay, 3 took, 4 surfboard, 5 practiced, 6 sailing

- ### 5
- Choose a student to read the instructions aloud. Write some question words on the board and ask guiding questions to help students come up with more ideas: *Which (activities have you taken part in)? When (was it)? Where (was it)? Who (were you with)? Why (did/didn't you enjoy it)?*
  - Give students a few minutes to look again at the pictures in Exercise 1 and think about what to say.
  - Direct students' attention to the speech bubble as an example to start the conversation. Put students into groups to tell one another about their experiences.
  - Ask two or three students to tell the class which was the most popular activity in their group.

### Homework (optional)

Students write a short blog post about the first time they learned a new skill or took part in a new activity. The post should answer these questions: *What was the activity? Why did you decide to try it? When and where? Who were you with? How did you feel about it? Did you continue doing it? Why? / Why not?*

» **Workbook:** Vocabulary practice page 10

» **Practice Extra:** Unit 1 Vocabulary practice 2

## Language toolkit

### Past perfect

**Lesson aim:** Using the past perfect to tell stories

**Warmer:** Write on the board: *What did you do last summer?* Put students into groups of three or four to ask and tell one another about their summers. Encourage them to ask questions to find out more if they wish. Invite volunteers to share what they found out with the class.

#### 1 Audio script page 142

- Invite two volunteers to read the speech bubbles aloud but without worrying about the gaps. Tell them to say *beep* for the blanks.
- Students complete the activity individually. Then play the audio for students to check their answers.
- Invite two volunteers to read the conversation aloud.

**Answers:** 1 tried, 2 had, 3 hadn't

- 2
- Focus students' attention on the Language tools. Write on the board: *I learned to surf this summer.* Ask: *When did this happen?* (the past) Add the sentence: *I hadn't tried it before.* Underline *I hadn't tried* and ask: *Did this happen before or after the first sentence?* (after) Students complete the first rule.
  - Put them in pairs to choose the correct words to complete the rules. Encourage them to check their ideas in the Grammar reference on page 135.
  - Check answers as a class. Ask students to look back and give examples from Exercise 1: the girl had tried surfing before she learned in the summer; she hadn't had lessons before she went on vacation.

**Answers:** 1 past, 2 earlier, 3 later, 4 had, 5 past participle

- 3
- Read the example aloud. Then write on the board: *I'd tried surfing before.* Ask: *What word is 'd?* (had) *How can we change this into a negative sentence?* (I hadn't tried surfing before.) *What about a question?* (Had you tried surfing before?)
  - Put students into pairs to complete the sentences. Remind them that some of the sentences are affirmative while others are negative or questions.

- Refer to the examples in the Common error tip. Remind students to use *had* when making the past perfect, and that *already* goes between *had* and the past participle.
- Invite individual students to read the sentences aloud to check answers.


**Answers:** 2 had already arrived, 3 had done, 4 hadn't practiced, 5 Had you tried, 6 hadn't swum

- 4
- Point to the verbs in the box and invite volunteers to read them aloud. Read the first two sentences in the post aloud and elicit the tense of the sample answer (past perfect).
  - Students work individually to complete the activity. Then put students into pairs to compare answers. Check as a class.

**Answers:** 2 had (already) left, 3 hadn't taken, 4 had started, 5 had hidden, 6 had bought

#### Extension (optional)

Remind students that to make the past perfect, we need to use past participles. Put students into pairs to find and make a list of all the past participles in Exercises 1, 3, and 4. Tell them there are 14. For feedback, elicit the past participles and write them on the board: *tried, taken* (Exercise 1); *been, arrived, done, practiced, swum, gone* (Exercise 3 and Common learner error); *broken, left, taken, started, hidden, bought* (Exercise 4). Ask students: *Which are regular?* (*arrived, practiced, started*) *Which are irregular?* (the rest)

- 5
-  Invite volunteers to read the instructions and the speech bubbles aloud. Write on the board: *Before I started ... , I had/hadn't ...*
  - Give students a few minutes to decide what to say about each topic and how to complete the sentence on the board.
  - Put students into pairs to tell each other about their experiences and compare them. Invite volunteers to share their ideas with the class.

» **Finished?** Student's Book page 125, exercises 2 and 3

» **Workbook:** Grammar practice page 11, Reading practice page 12

» **Practice Extra:** Unit 1 Language toolkit 2

## Speaking

**Lesson aim:** Telling a story

**Cambridge Life Competencies** – Communication

**Core area:** Participating with appropriate confidence and clarity

**Component:** Using appropriate language and presentation styles

**Can-do statement:** Speaks with suitable fluency.

**Warmer:** Focus students' attention on the pictures in Exercise 1. Tell students that the boy is named Mark. Write on the board: 1 *Where's Mark?* 2 *What can you see?* 3 *Who can you see?* 4 *What are they doing?* Put students into groups to look at each picture and answer the questions.

### 1 Audio script page 142

- Before playing the track, ask: *Where's Mark? What activities can you do at summer camp?* Write students' ideas on the board.
- Tell students they're going to hear the first part of a story about Mark. Remind them to listen for which activities Mark hadn't tried before.

**Answers:** surfing, sailing

### 2 Audio script page 142

- Have two volunteers read the speech bubble aloud. Then put students into pairs to tell each other what they think happened next. Encourage them to use the prompts below each picture.
- Play the track for students to check their answers. Invite volunteers to share with the class how their answers were similar or different.

**Answer:** Students' own answers

### 3 Audio script page 142

- Read the Useful language box aloud. Ask: *Why are these phrases useful for telling a story?* (They link the different parts of a story and make it easier to understand.)
- Play the track for students to mark the Useful language they hear. Check answers as a class.

**Answers (students mark):** When (he was younger), One year / day, To begin with, But then, After ... , To this day ...

### 4 Audio script page 142

- Play the track for students to decide if the sentences are true or false. Elicit answers.

**Answers:** 2 F, 3 T, 4 T, 5 F

### 5 Communication

- Read the tip aloud. Emphasize that students should write notes to help them remember a story, not whole sentences. Ask: *What kind of words can you use in your notes?* (e.g., key nouns, verbs)
- Students write notes about what they think is happening in Mark's life now. Then put students into groups to share their ideas. Monitor and help as necessary.

- ### 6
- Put students into pairs. Encourage them to use the Useful language and to write notes before telling their story.
  - Monitor but don't correct mistakes as long as what students say is clear enough.

## Pronunciation: words beginning with /s/

### 1 Audio script page 142

- Play the track for students to listen to each word. Play the track again and pause after each word for students to repeat the items.

### 2 Audio script page 142

- Pause after each item for students to circle the correct sounds. Check as a class.

**Answers:** 2 af, 3 sc, 4 sw, 5 use, 6 su

### 3 Audio script page 142

- Play the track for students to circle the correct words.

**Answers:** 1 asleep, 2 a study, 3 sea, 4 specially, 5 surfboard, a school

- ### 4
- Put students into pairs. Students take turns saying the words from Exercise 3.

» Practice Extra: Unit 1 Speaking practice



## Writing

### Lesson aim: Writing an anecdote

**Warmer:** Write the word *anecdote* on the board. Elicit what students think the word means. Brainstorm all the possible ways to tell an anecdote, e.g., text messages, conversation, email, drawings, pictures. Then tell them they're going to learn how to write an anecdote.

- 1 • Read the email subjects aloud. Then ask: *Who's writing the email? Who is it for?* Tell students to read Mia's email and choose the correct subject for the email.
  - Elicit the answer. Encourage students to say why the other two options can't be the correct answer.

Answer: C

- 2 • Write these sentences from the email on the board: *On Wednesday, I walked around looking for my class for almost twenty minutes. I had gotten so lost!* Point to *walked* and ask: *What's the tense?* (simple past) Underline it. Point to *had gotten* and ask: *What's the tense?* (past perfect) Circle it. Ask: *How do we make the past perfect?* (*had* + past participle)
  - Put students into pairs to read the email again and complete the task. There are 10 more examples of the simple past and three more examples of the past perfect.
  - Check as a class. Write the verbs on the board.

**Answers:** (students underline) than it was before, my grandpa came to school!, we had to teach, my teacher invited parents, I knew that, he learned, He was one of the best, He was so funny, he kept standing up, he wanted to say, he got a great workout; (students circle) I had gotten so lost, parents and grandparents that had been students, my grandpa hadn't written, That's what he had done

- 3 • Focus students' attention on the Useful language box. Put students into pairs to find the missing words from the email and complete the phrases.
  - To check answers, elicit the complete phrases and write them on the board. Ask: *Which tell us how often something happens?* (3, 4) *Which tell us when it happens?* (1, 2, 5)

Answers: 2 now, 3 every day, 4 every week, 5 last

- 4 • Read the questions aloud. Then tell students to read the email again and answer the questions.
  - Elicit answers and write them on the board to make sure students use the correct tenses.

Answers: 2 He visited last week. 3 They had been students at the school. 4 She thought he was the best in the class. 5 The students had to stand when they wanted to speak.

- 5 • Tell students they're going to write an email with their anecdote (e.g., a short story about something that really happened that was funny or interesting), but first, it's important that they plan what to write. Students answer the questions individually. Encourage them to write notes instead of full sentences.
  - Monitor and help with vocabulary and language.

- 6 • Tell students to go through the checklist before writing their anecdote, then have them write their emails.
  - Monitor and help students organize their writing into paragraphs, using simple past and past perfect, using time and frequency expressions, and any other language they need.
  - When students have finished, put them into groups to read/listen to one another's emails. Ask one or two groups to share their most interesting story.

» Workbook: Writing practice page 13

## CLIL: Gym class

### Water sports safety

**Lesson aim:** Learning about safety in water sports

**Background information:** Outdoor water sports like swimming, surfing, and sailing can take place in many locations – the ocean, beaches, lakes, rivers – and are popular leisure activities. They're a great way to have fun and stay fit, but they're also potentially dangerous, especially for inexperienced people. It's important for participants in water sports to know as much as possible about how to stay safe and avoid dangerous situations.


**Warmer:** Draw a circle on the board surrounded by six scrambled words: abginot, agiknaky, dginvi, fginsru, eiktfginrsu, gimnswmi. Elicit and write the first word: *boating*. Put students into pairs to figure out the remaining words. Elicit and write: *kayaking, diving, surfing, kitesurfing, swimming*. Ask: *What kind of sports are these?* Write *water sports* in the circle.

 **Video:** Water sports safety


**Video script page 133**

- 1 • Before playing the video, review the sports and equipment in the table. Then play the video and have students complete the table.
  - Put students into pairs to compare answers, then check as a class.


**Answers (students mark):** **surfing:** surfboard, wetsuit; **kitesurfing:** surfboard, wetsuit; **boating:** paddles, life jacket; **snorkeling:** mask, fins

- 2 •  Put students into pairs to discuss the questions. Ask a few pairs to share their answers with the class, then have a show of hands to find the most popular answers to each question.

**Answers:** Students' own answers

- 3 •  Explain and check that students understand the task: *Should you read the brochure?* (no) *What should you look at?* (the pictures and headings) *Why?* (to find the topic)
  - Put students into pairs to compare how their answers are similar or different.

**Answers:** water safety at the beach or river


- 4 •  Play the track and have students follow the text.
  - Elicit the correct answer to Exercise 3 and invite volunteers to share how their answers were similar or different before reading the text.

- 5 • Elicit the blue words and invite volunteers to write them on the board. Then have students read the example and definitions aloud.
  - Students work individually or in pairs to match the rest of the words.
  - To check answers, invite volunteers to write the definitions next to the correct words on the board.

**Answers:** 2 shore, 3 current, 4 shallow, 5 rip current

- 6 • Read the example and remind students they need to correct the false sentences. Invite a volunteer to say where the correct information is in the text.
  - Put students into pairs to compare answers, then check as a class. Encourage students to explain their answers.

**Answers:** 2 F, The water in a river is different every day. 3 F, You should enter a river by walking slowly. 4 T, 5 F, It isn't safe to swim in the calm area between waves. 6 T

- 7 •  Focus students' attention on the pictures and elicit what's happening in each one. Draw a T-chart on the board with the headings *Always* and *Never*. Have students copy the chart into their notebooks.
  - Have two volunteers read the speech bubbles aloud. Then ask pairs to discuss the things they should always and never do in each situation.
  - Discuss as a class and have volunteers come to the board and write their ideas.



### Project 1: Create a campaign about staying safe when doing an outdoor activity.

- Tell students they will be working in a group to create a safety campaign about how to stay safe when doing an outdoor sport or activity.
- Access Collaboration Plus for notes on the Project.

 **Collaboration Plus:** Project 1

#### Unit aims


- Talking about travel and vacations
- Using *ought to* and *(don't) need to* to talk about necessity
- Using the present continuous with *be going to* and *will* to talk about the future
- Understanding a travel website and a conversation about a school trip
- Discussing vacation options and agreeing on the best choice
- Writing a blog post
- Learning about islands of the world
- Creating a brochure about an island

#### Resources

- Workbook Unit 2
- Practice Extra Unit 2
- Collaboration Plus Unit 2
- Extra Grammar Practice Worksheet 2

#### STUDENT'S BOOK PAGE 22

**Warmer:** Show the questions from Exercise 1 on the board but without the vowels, like this: *Whr s th fmly? Hw d y knw? Hw mght thy fl? Why? D y lk trvlng t nw plcs? Hw ds t mk y fl?* Put students into pairs to figure out what the full questions are. Then, ask students to open their books and look at Exercise 1 to check.

- 1 •  Focus students' attention on the picture and choose a student to read question 1 aloud. Discuss as a class, and encourage students to say more about the picture, e.g., *How many people are there? How might they be related? What are they carrying?*
- Choose a student to read question 2 aloud. Encourage students to suggest positive and negative adjectives to describe feelings. Write them on the board in two groups.
- Put students into groups to discuss question 3. Encourage them to use the adjectives from question 2 and explain their answers. Then ask a few students to share their answers with the class.


**Answers:** 1 They're in the airport. They have luggage and a cart. 2 Students' own answers, 3 Students' own answers

#### Video: Life is a journey

The video is about a family at the airport, going on vacation. The focus is on a sister and her brothers.

Before playing the video, have students guess where the family might be going and what kinds of activities the children might want to do.

#### Video script page 133

- 2 •  Have three students read the questions aloud. Then play the video twice for students to answer the questions.
- Put students into groups to compare answers, then check as a class. Make a list of answers on the board.

**Answers:** 1 Italy, 2 They're going to take a ferry to an island. They might take a guided tour. They want to play, swim, eat pizza, and go to the beach. 3 They need to hurry.

#### Extra support (optional)

When watching the video the second time, pause after every few lines and ask questions to check understanding, e.g., *Where are they going? What do they want to do? What time is their flight?*

#### Homework (optional)

Students write a short description of their last vacation. They should make sure their descriptions answer these questions: *Where did you go? When? Who with? How did you travel? What activities did you do? How did you feel? Would you like to go there again? Why?/ Why not?*

## Vocabulary

**Lesson aim:** Talking about travel and vacations

**Warmer:** Write *vacation activities* on the board. Elicit the activities students remember from the video on page 22. Then put them into small groups to make a list of at least ten activities. Invite volunteers to write their ideas on the board.

### 1 Audio script page 142

- Focus students' attention on the pictures. Have volunteers describe what they see. Invite volunteers to read the travel phrases aloud. Tell them to say *beep* for the blanks.
- Tell students they will hear phrases related to travel and should write the correct number in the box for each picture. Point to the example (picture E).
- Play the track for students to number the pictures. Then check as a class.

**Answers:** A 5, B 8, C 10, D 2, E 1, F 9, G 3, H 4, I 11, J 12, K 7, L 6

### 2 Audio script page 142

- Read the words in the box aloud and point to the example in Exercise 1.
- Students work individually to complete the activity. Then play the audio for students to check their answers. Invite volunteers to write the complete phrases on the board.

**Answers:** B air, C currency, D destination, E passport, F reservation, G visa, H abroad, I tourist, J reserve, K return, L immigration

#### Extra support (optional)

To help students memorize the phrases, put them in pairs, A and B. Student B closes their book. Student A says the first part of each phrase in Exercise 1 (e.g., *Show your ... ?*) and Student B tries to remember the complete phrase (*Show your passport!*). After a few minutes, have students switch roles.

### 3 Audio script page 142

- Tell students to look at the pictures and texts, then ask: *What kind of texts are they?* (social media posts) *Who wrote them?* (Rafael and Beatriz) *What are they writing about?* (their travel experiences)
- Point to the example and have students work individually and choose the correct answers to complete the posts.
- Put students into groups to compare answers. Then play the audio so that students can check their answers.

**Answers:** 2 on time, 3 go through, 4 show, 5 visa, 6 asked, 7 air, 8 destination, 9 currency, 10 make, 11 reserve, 12 home

- ### 4
- Choose students to read the text in the speech bubbles aloud. Write the questions on the board.
  - Put students into pairs to discuss their answers. Encourage them to use as many of the phrases from Exercise 1 as they can.
  - Elicit summaries of Rafael's and Beatriz's stories and correct any mistakes with the target phrases.
  - Focus students' attention on the American vs. British English box. Ask: *Do people from the U.S. go on holiday or vacation?* (vacation) *And British people go on ... ?* (holiday) Ask students if they can think of any other spelling pairs and write them on the board (e.g., *liter/litre, meter/metre, theater/theatre*).

**Possible answers:** Rafael waited for hours to go through immigration and was late for a tour. He asked about other trips at the tourist information center. Beatriz and her mom couldn't go on a boat trip without local currency. Now they always change their money.

» **Finished?** Student's Book page 126, exercise 1

» **Workbook:** Vocabulary practice page 14

» **Practice Extra:** Unit 2 Vocabulary practice 1

Reading

**Lesson aim:** Understanding a web page about travel experiences

**Cambridge Life Competencies** – Critical Thinking

**Core area:** Evaluating ideas and arguments

**Component:** Evaluating specific information and points in an argument

**Can-do statement:** Distinguishes between fact and opinion.

**Warmer:** Write on the board: *What's the most \_\_\_\_\_ place you've visited?* Elicit ideas that could complete the sentence on the board, e.g., *interesting, beautiful, exciting, expensive, boring*. Put students into groups to ask and answer the questions.

- 1

  - Focus students' attention on the web page and read the introduction aloud.
  - Put students into groups to discuss the questions. Encourage them to think about different countries and continents, different landscapes (e.g., deserts, rainforests), and different places in their own country.
  - Monitor and check that students are using English as much as possible and praise those who are making an effort.
- 2

  - Invite volunteers to read the web page aloud. Then play the track for students to follow the text.
  - Students write the correct letters to complete the activity.
  - Put students into groups to compare answers, then check as a class.
  - Focus students' attention on the American vs. British English box. Highlight that the words have the same meaning in each pair.

**Answers:** 1 S, 2 D, 3 L, 4 V

- 3

  - Copy the table on the board and invite students to do the same in their notebooks. Elicit the countries as well as the categories at the top.
  - Tell students to read the web page again, this time more carefully, and then to complete the table.
  - Put students into groups to compare answers. Invite volunteers to the board to write their answers to complete the table.

**Answers:**

	Travel documents	Transportation	Things to see
Greenland	passport	plane, helicopter, boat, walking	ice caps, polar bears
Kenya	visa	plane, walking	wildlife
Peru	passport	walking	Inca city
Australia	visa	plane, car	beautiful beaches

- 4

**Critical Thinking**

  - Read the tip aloud. Then invite volunteers to read the items aloud. Tell them to say *beep* instead of the possible answers.
  - Put students into pairs to circle the correct answers to complete the activity. Check answers as a class.

**Answers:** 1 An opinion, 2 A statement of fact

- 5

  - Have students read the web page again to underline the facts and circle the opinions. Encourage them to refer to Exercise 4 before deciding each sentence is a statement of fact or an opinion.
  - Put students into pairs. Have them compare their answers and justify their choices. Check as a class.

**Answers: (students underline)** e.g. It is the most remote town in the country. Most visitors to Kenya need to apply for a visa. There are different types of tourist visas. **(students circle)** e.g. It's best to go on a tour. Laikipiea is awesome for safaris. It has beautiful beaches!

- 6

  - Put students into pairs to ask and answer the questions. Monitor and help as necessary with vocabulary and language. Praise pairs who made an effort to speak in English throughout their exchanges.
  - Hold a class vote on the most popular place to visit.

## Language toolkit

### Present modals: *ought to*, *need to* (necessity), *don't need to* (lack of necessity)

**Lesson aim:** Expressing necessity and lack of necessity

**Warmer:** Write on the board *trip abroad*, *road trip*, *camping trip*. Then ask: *What should you pack for a trip abroad / road trip / camping trip?* Elicit students' ideas and write them around the words on the board. Accept any logical ideas. Have students copy the spidergrams into their notebooks.

#### 1 Audio script page 143

- Point to the pictures and ask students what they can see. Then have two students read the speech bubbles aloud but tell them not to worry about the gaps.
- Play the track for students to complete the conversation.
- Invite a pair of students to read the conversation aloud. Note that *have to* and *don't have to* are also possible. If students suggest these answers, explain that they are also correct but not the focus of today's lesson.

**Answers:** 1 need to, 2 don't need to

- 2
- Put students into pairs. Ask them to find an expression (two words) in the conversation that means the same as *should*.
  - Explain that *should* and *ought to* have the same meaning, but *should* is more common. Emphasize that *ought* (but not *should*), is followed by *to*.


**Answer:** ought to

- 3
- Focus students' attention on the Language tools. If necessary, refer them to the Grammar reference on page 136 before matching the columns.
  - Check answers as a class. For each answer, ask students to look back and give an example from the conversation in Exercise 1.
  - Refer to examples in the Common error tip. Then ask: *If something is necessary, do we say need to or ought to? (need to) What about if it's not necessary, but a good idea? (ought to)*

**Answers:** 1 C, 2 A, 3 B

- 4
- Read the airline information aloud. Then have volunteers read the example and sentences aloud. Tell them to say *beep* for the blanks.
  - Students work individually or in pairs to complete the sentences with the correct words. Encourage students to read the information carefully before trying to complete the sentences.
  - Invite volunteers to write the complete sentences on the board. Encourage them to justify their answers by referring to the Language tools in Exercise 3. Highlight that answers 5 and 6 review the modal verbs *will* and *might*. These verbs are not about necessity but probability: *will* expresses certainty (= a promise), *might* expresses possibility.

**Answers:** 2 ought to, 3 don't need to, 4 need to, 5 will, 6 might

- 5
-  Ask students to imagine they're going on vacation, like the people in Exercise 1. Give them a few minutes to work alone and think of things they *need to*, *ought to*, and *don't need to* do before their vacation. Encourage them to use the ideas from the Warmer and build on those.
  - Put students into pairs to share and brainstorm more ideas. Monitor and provide guidance for students who may be struggling. Invite volunteers to share their ideas with the rest of the class.

#### Homework (optional)

Students write a short text about things they *ought to* do and *need to* do in the near future. Possible topics include schoolwork, housework, hobbies, health and exercise, family and friends, and pets.

» **Finished?** Student's Book page 126, exercise 2

» **Workbook:** Grammar practice page 15

» **Practice Extra:** Unit 2 Language toolkit 1, Listening practice

## Listening and Vocabulary

**Lesson aims:** Talking about travel and vacations; understanding a conversation about travel plans

**Warmer:** Read aloud this string of letters while students listen and write them down: NIAARTELCYCROTOMSUBIXATENALPRIARAC. Read them again if necessary. Then put students into pairs and have them read the string backward to find six words for means of transportation. Elicit the words and write them on the board: *car, airplane, taxi, bus, motorcycle, train*.

### 1 Audio script page 143

- Have students read the sentences aloud. Then elicit the words in bold and write them on the board. Point to the pictures and elicit the example.
- Students work individually to match the rest of the sentences to the correct pictures.
- Students swap books with a classmate. Play the track for them to check their classmate's answers.

**Answers:** 2 A, 3 G, 4 B, 5 D, 6 H, 7 C, 8 E

- 2
- Point to the categories and read them aloud. Elicit the example. Remind students to focus on the words in bold in Exercise 1 to complete the activity.
  - Write the categories on the board. Invite volunteers to the board to write the words.
  - Put students into groups to brainstorm more words to add to each category. For *Means of transportation*, they can start with the words from the Warmer.
  - For feedback, elicit and correct students' ideas, adding them to the categories on the board.

**Answers:** Things that happen at airports: board (a plane), check in, take off, land; Means of transportation: ferry, public transportation; Taking a trip: journey, baggage; Additional words: Students' own answers

### Extra support (optional)

Books closed. Read aloud the sentences from Exercise 1 but saying the word *BANANA* instead of the words in bold, e.g., *The plane BANANA two hours late*. Students listen and write what they think the *BANANA* words are, e.g., *took off*. Students compare answers in pairs, then open their books again to check.

### 3 Audio script page 143

- Tell students that they're going to hear a classroom conversation between a teacher, Mr. Stevens, and some of his students.
- Choose a student to read the questions aloud. Tell students they should not worry about understanding every word to complete the activity.
- Play the audio. Put students into pairs to compare answers, then check as a class.
- Draw attention to the American vs. British English box and read through the information. Play the track again. Elicit the words from the box that they heard.

**Answers:** 1 Paris, France; 2 bus, subway, airplane

### 4 Audio script page 143

- Give students a minute to read through the information sheet. Read the example aloud. Tell them they will hear the conversation again. Emphasize that they need to listen carefully for the time of each event on the sheet.
- Play the audio. If necessary, play the track one more time, pausing after each time is given.
- Check answers as a class. Students swap books with a classmate and check their partner's answers.

**Answers:** 2 11:00 a.m., 3 12:00 p.m., 4 3:30 p.m., 5 4:30 p.m., 6 5:45 a.m.

- 5
- Give students a few minutes to decide where they'd like to go and how they'd get there. Encourage them to use vocabulary from Exercises 1 and 2.
  - Put students into pairs to share their travel plans. Monitor to check students are using English as much as possible and praise those who are making an effort.
  - Invite volunteers to share their partner's plans.

» **Workbook:** Vocabulary practice page 16

» **Practice Extra:** Unit 2 Vocabulary practice 2

## Language toolkit

### Futures: Present continuous, *be going to*, and *will*

**Lesson aim:** Using the present continuous, *be going to*, and *will* to talk about the future

**Warmer:** Books closed. Tell students they're going to hear a text message from a girl who is on vacation in Rio. They should listen and find out what her plans are for tonight and for tomorrow. Read aloud the text in Exercise 1. Ask students: *What are her plans for tonight?* (going to a restaurant with her mom) *What about tomorrow?* (going to the beach, having a video chat with her friend)

- 1
- Put students into pairs to answer the questions.
  - Monitor and help as necessary but do not correct any mistakes at this point, just make sure that the content of the answers is correct. Check answers as a class.

**Answers:** 1 eat at a restaurant and go to the beach, 2 make a reservation, 3 it will be hot and sunny, 4 to send lots of photos, 5 call her friend

- 2
- Focus students' attention on the blue words in Mariana's text. Put students into pairs to choose the correct answers in the Language tools. Encourage them to check their ideas in the Grammar reference on page 136.
  - Have students read the complete rules aloud. Then ask: *Are the sentences in Mariana's text about the past, present, or future?* (the future) Ask them to give examples of the three future forms: present continuous (*We're eating, we're coming back*), *be going to* (*is going to make, are you going to do*), *will* (*it'll be, I'll send, I'll call*).

**Answers:** 1 future planned activities, 2 future intentions, 3 offers, promises, predictions, and decisions made at the moment of speaking

- 3
- Write the five descriptions on the board: *plan, intention, promise, offer, decision*. Elicit or explain what each one means. Explain that we can use future forms to communicate these things in our speaking and writing.
  - Invite a volunteer to read the example aloud. Then put students into pairs to match the descriptions with the sentences.

- Check answers as a class. Ask students to name the future form in each case. Emphasize that we can use *will* to do various things, including state decisions, make offers, and make promises.

**Answers:** 2 intention, 3 decision, 4 promise, 5 offer

- 4
- Invite two volunteers to read the conversation aloud. Encourage them to say *beep* for the blanks.
  - Before students work individually to complete the rest of the conversation, go through the Common error tip. Remind students that we need to change the order of the subject and auxiliary verb when we make questions: *What are you doing tonight? What are you going to do? What will you do?*
  - Monitor and help as necessary. Then put students into pairs to compare answers. Encourage students to explain their answers by referring to the information in Exercises 2 and 3.
  - Note that the answers below are the most likely, but both the present continuous or *be going to* are possible because the speakers might view the future events as either plans or intentions.

**Answers:** 2 are visiting, 3 are, going to do, 4 are going to go, 5 'm going to take, 6 'll do, 7 'll feed, 8 'll bring

- 5
- Read through the instructions and the questions with students. To model the activity, tell them about your own dream vacation and answer the questions.
  - Before they start, remind them to concentrate on using the three future forms correctly. Direct their attention to the speech bubbles as an example to start the conversation.
  - Put students into pairs to talk about their dream vacation. If time allows, change pairs and have students ask and answer the questions with their new partners.
  - Invite volunteers to share with the class their dream vacation. Then take a vote to find the class's favorite vacation.

#### Homework (optional)

Students write a short description of future travel plans or plans for the weekend.

- » **Finished?** Student's Book page 126, exercise 3  
» **Workbook:** Grammar practice page 17, Reading practice page 18  
» **Practice Extra:** Unit 2 Language toolkit 2



STUDENT'S BOOK PAGE 28

Speaking

**Lesson aim:** Discussing vacation options and agreeing on the best choice

**Cambridge Life Competencies** – Learning to Learn

Core area: Taking control of own learning

Component: Managing attitudes and emotions

**Can-do statement:** Overcomes affective reactions which might impact on learning (e.g., anxiety).

**Warmer:** Write three questions on the board: *Where are Rome, Zurich, Paris, Prague, and Berlin? Have you ever been to any of these cities? What do you know about these cities?* Put students into pairs to ask and answer the questions, then discuss as a class.

**Answers:** 1 Rome is in Italy; Zurich is in Switzerland; Paris is in France; Prague is in the Czech Republic / Czechia; Berlin is in Germany; 2 Students' own answers; 3 Students' own answers

1 Audio script page 143

- Tell students they're going to hear a conversation between the brother and sister in the picture. Then, draw students' attention to the rest of the pictures and ask them to predict what the conversation will be about. Play the track and elicit the answer.

Answer: 3

2 Audio script page 143

- Have volunteers read the activities aloud. Then point to the example and play the track for students to complete the activity. Check as a class.

Answers: 2 B, 3 S, 4 S, 5 S, 6 B

3 Audio script page 143

- Point to the table and elicit the categories. Then read the Useful language box aloud. Ask: *Why are phrases like this useful?* (We can use them to discuss ideas and decide what to do.) Elicit the example.
- Have students work individually or in pairs to complete the table.

Answers:

Express preference	Disagree	Ask or discuss
It sounds good. This looks interesting. I'd prefer to ... I'd like to ... I'd rather ...	I'm not sure. How boring! No way!	Why don't we ... ? What about you?

4 Audio script page 144

- Put students into pairs to complete the activity. Encourage them to read the conversation to ensure it makes sense. Play the track to check answers.

Answers: 6, 5, 4, 3, 8, 7, (1), 2

5 Learning to Learn

- Choose students to read the statements and the tip aloud.
- Put students into pairs to discuss their reactions to the statements. Highlight the relevance of the tip and encourage students to use the Useful language expressions. Monitor and help as necessary.

6 Ask students to choose one or two statements from Exercise 5 and have them write notes on how their selection could improve their conversations.

Answers: Students' own answers

7 Put students into pairs. Ask them to choose a vacation from the brochures. Give them a few minutes to prepare and write notes.

- Remind students to use the Useful language from Exercise 3 and their notes from Exercise 6.

STUDENT'S BOOK PAGE 122

Pronunciation: Sounding happy / excited / interested / unsure

1 Audio script page 144

- Tell students that pronunciation is a way to express emotion. Point to the emojis and elicit the emotions: interested, happy, unsure, excited.
- Play the audio, pausing after each speaker, and ask the class to identify the correct picture.

Answers (from left to right; top to bottom): 1, 4, 2, 3

2 Audio script page 144

- Read out each conversation to model the intonation to express each emotion. Then play the track pausing after each conversation for students to repeat.

3 Have pairs practice the conversations.

» Practice Extra: Unit 2 Speaking practice

## Writing

**Lesson aim:** Writing a blog post about visiting a place

**Warmer:** Books closed. Write the first sentence from the blog post on the board (*They say that life is about the journey, not the destination.*) and check that students understand the literal meaning by eliciting a translation. Write on the board: *What do you think this sentence means? Do you think it's true? Why / Why not?* Put students into small groups to discuss their ideas.

- 1 • Draw student's attention to the pictures and ask: *What can you see? Why do you think people are in that place?* Elicit ideas.
- Put students into groups to discuss the questions. Monitor and help as necessary.
- Invite volunteers to share their ideas with the class.

### Extension (optional)

Have students read the blog post quickly to find out what you can do there. Tell them not to worry about the missing words for now. Then check answers as a class and find out if anyone has changed their mind about whether they would like to go there.

- 2 • Go through the Useful language box with the class. Elicit why we use these phrases (to give advice).
- Have students read the blog post individually and write the phrases in the correct spaces.
- Give students some time to compare their answers in pairs before eliciting the answers.
- Write the answers on the board. Ask for the words that come after each phrase, and underline them so that students notice the form, e.g., *It's a good idea to try, I recommend doing.*

**Answers:** 2 I recommend, 3 Remember to, 4 You can also, 5 You might want to, 6 You can't miss it

- 3 • Invite volunteers to read the questions aloud. Elicit the example and ask students to find the answer in the text.
- Put students into pairs and tell them to read the post again to complete the activity.
- Put students into groups to compare their answers, then check as a class.

**Answers:** 2 coyotes, bears, 3 whitewater rafting, 4 making friends, 5 send photos and videos

- 4 • Tell students they will write their own post about an interesting place to visit, but first, they need to plan what to write. They should imagine that they are visiting the place right now. Ask students to work alone to write notes in answer to the questions.
- Monitor and encourage students to ask for help with vocabulary and language.

### Extra support (optional)

Put students into groups to preview their writing by asking and answering the questions. As they do so, encourage them to ask one another follow-up questions to get more details and add to their notes.

- 5 • Tell the class to use their notes from Exercise 4 to write their blog post.
- Read through the checklist. Elicit language students learned in the unit, e.g., present modals of necessity (*ought to, need to, should*) and future forms (*present continuous, be going to, will*). Write the key ideas students recall on the board for their reference. Encourage them to use this language as well as the phrases from the Useful language in Exercise 2.
- Monitor and help students with vocabulary and language.
- When students have finished, put them into pairs to read one another's blogs and give feedback.

### Extension (optional)

Have students stand up, move around the classroom, and read one another's blogs. Then put them into groups to tell one another about the blogs they read, say which place they'd most like to visit, and explain why.

### Homework (optional)

Collect students' blogs from the lesson, mark them with helpful advice about vocabulary and language, and return them. Have students write a final draft of their blogs at home and illustrate them with two or three photos.

» **Workbook:** Writing practice page 19

STUDENT'S BOOK PAGES 30–31

## Culture

### Islands of the world

**Lesson aim:** Learning about islands of the world


**Background information:** Islands are found in seas or rivers, and they can be very small or as large as Australia (which is also a continent). About 25% of the world's independent nations are island countries. Because of their location, island countries often have unique climates, wildlife, and cultures.

**Warmer:** Tell students you are going to say the names of different countries aloud. Students raise their hands when the country is an island. Say: *Canada, Cuba, Egypt, Indonesia, Japan, New Zealand, Peru, Ukraine.*

**Answers:** Cuba, Indonesia, Japan, New Zealand

- 1 • Focus students' attention on the map and invite volunteers to read the places (1–5) aloud. Then point to the example.
  - Put students into pairs to match the rest of the places. Check answers as a class.


**Answers:** 2 C, 3 A, 4 D, 5 B

 **Video:** Islands of the world


**Video script page 133**

- 2 • Tell students they're going to watch a video about islands. Encourage them to predict the answers.
  - Play the video so students can check their answers, then check as a class.


**Answers:** 1 Greenland, 2 Java, 3 Madagascar, 4 Java, Indonesia, 5 Sweden

- 3 •  Point to the brochure and ask how they can tell the text is a brochure. Write students' ideas on the board.
  - Ask students to find Tonga again on the map in Exercise 1 and elicit what they know about it.
  - Have students discuss in pairs what the brochure is advertising. Check answers as a class and encourage them to give reasons to support their answer.

**Answer:** a vacation in Tonga

- 4 •  Play the track for students to listen to the brochure and read along.
  - Students complete the fact file individually. Then, put them into pairs to compare their answers and encourage them to point to where they found the answers in the brochure. Elicit answers.


**Answers:** 2 Nuku'Alofa, 3 31, 4 airport, 5 ferry, 6 bicycle, 7 beach, 8 diving, 9 October, 10 fish, 11 handicrafts

- 5 •  Write *advantages* and *disadvantages* on the board.
  - Invite volunteers to read the speech bubbles aloud. Elicit one or two more advantages and disadvantages and write them on the board.
  - Put students into pairs to discuss more advantages and disadvantages, using the four topics.
  - Invite pairs to share their ideas with the class.

**Answers:** Students' own answers

- 6 • Ask students why the brochure in Exercise 3 was written, e.g., to persuade people to visit Tonga. Read items 1–3 and explain that ads often use this kind of language to try and persuade people.
  - Put students into pairs to find examples of each item in the brochure. Then check as a class.

**Answers:** 1 beautiful, perfect, amazing, 2 Do you love beautiful beaches? 3 You will definitely find the perfect place to stay!

- 7 •  Have a student read the speech bubble aloud. Then put students into groups. Ask them to choose an island they want to go to and give three reasons they'd like to visit it.



#### **Project 2: Research and write a travel article about the culture of an interesting island.**

- Tell students they will be working in groups to research and write a travel article about an interesting island. They will use the internet to research how to get there and what to do there.
- Access Collaboration Plus for notes on the Project.



**Collaboration Plus:** Project 2

» **Workbook:** Units 1–2 Language review pages 20–21

» **Practice Extra:** Units 1–2 Consolidation

## Learning to Learn

### Learn to set and achieve learning goals

**Lesson aim:** Setting and achieving language learning goals

**Cambridge Life Competencies** – Learning to Learn

Core area: Taking control of own learning

Component: Setting goals for planning and learning

Can-do statement: Set realistic and achievable short-term learning goals.

**Warmer:** Write on the board: *Who? What? Why?* Tell the class about a successful language learner you know, e.g., a friend, a family member, or yourself! Explain: who they are, what language they learned, why they learned it. Put students into groups to tell one another about successful language learners they know, using the prompts on the board.

- 1 • Explain that people learn languages for different reasons. Invite volunteers to read the reasons aloud.
  - Ask students to choose the reasons they think are the best to learn English.
  - Invite volunteers to share their answers with the class.

**Answers:** Students' own answers

#### 2 Audio script page 144

- Tell students they will hear Fernanda talking to a friend about why she's learning English.
- Play the track and have students underline the correct reason in Exercise 1. Then elicit the answer as a class.

**Answer:** D


#### 3 Audio script page 144

- Explain that it's a good idea when learning a language to set goals. These should be clear and realistic and should come with an action plan to achieve them. Explain that should decide how much time we have, what we plan to do, and how often as you point to the table. Elicit the example. Then play the track for students to complete Fernanda's information.

**Answers:** 2 two months; 3 learn useful phrases, read a book about Australia; 4 one phrase a day, one chapter a week

- 4 • Focus students' attention on the picture of Paolo and the third column in the table.
  - Students read Paolo's post and complete questions 1 and 2 of his action plan. Check as a class.

**Answers:** 1 get a good grade on a (important) speaking exam, 2 three weeks

- 5 •  Students work in the same pairs. Have them read the replies to Paolo's post and discuss which two are useful, and why.
  - Ask students to look at Beatriz's and Ana's suggestions again and use them to complete parts 3 and 4 of Paolo's action plan.
  - Students check their answers with another pair before checking as a class.


**Possible answers:** Beatriz's and/or Ana's. Beatriz's suggestion will let Paolo practice speaking regularly and also help him to work out where he needs to improve. He can record himself and listen back as often as he likes. If he keeps his recordings, it will also help him see his own progress. Ana's suggestion is a good idea because Paolo has already said his sister speaks English well, so she can correct his mistakes and maybe teach him new words and phrases and encourage him to stretch himself. Carlos' suggestion doesn't focus on speaking at all. Trying to memorize a lot when tired or under pressure is unlikely to work well. 3 Record myself on my phone, practice (conversation) with my sister, 4 (record myself) two or three times a week, five minutes (of conversation) every day


- 6 • Ask students to work individually and write their own action plan in the table. They can use their own ideas and ideas from Fernanda's and Paolo's plans.
  - Monitor and help as necessary to ensure students' plans are clear and realistic.
  - Have them share their action plans with their partners from Exercise 5.
  - Encourage them to suggest more things their partners can do to achieve their goals.

## Self-assessment Units 1–2

**Lesson aims:** Reflecting on the language and skills gained in the previous two units and selecting appropriate ways to develop them further

**Warmer:** Ask students to stand up. Explain that you will read out some words from Units 1 and 2 about education, free time, and travel. Students should listen carefully and do an action based on what the word is about: for education, they should sit down; for free time, they should jump; for travel, they should clap their hands. Write the topics and actions on the board. Read the words one by one and check how students react: *bay, check in, (school) paper, ferry, high school, jogging, subject, baggage, surfboard.*

- 1 • Put students into pairs. Have them read the boxes and choose a role. Ask questions to check that they understand the situation: *Where's Student A? (near Bondi beach, Sydney, Australia) Why are you there? (for a school exchange) How long have you been there? (two months) Where's Student B? (at home) What's Student B going to do now? (call Student A)*
  - Give students some time to work alone and prepare for the call by writing notes/questions. Encourage them to look back at and use the vocabulary (education, hobbies, and leisure) and grammar (present perfect, past perfect) from Unit 1.
- 2 •  Students role play their call. Remind them that this is a video call so they should start naturally, e.g., by saying *Hi! Hello! How are you?*
  - When students have finished, ask them to swap roles and role play the video call again.
- 3 • Point to the lines. Tell students this is a self-reflection exercise and not a test.
  - Students think about how they did in the role play and put a mark on the line to represent how confident they feel talking about education and leisure.
  - Put students in pairs to compare marks. Encourage them to give reasons to support their choices.
- 4 • Point to the pictures. Have volunteers say the names of the countries aloud. Then tell students they will write a blog post about visiting one of the places in the pictures.
  - Give students time to organize their ideas. Remind students to write 70–80 words and to use the words and phrases from the boxes.
  - Monitor and help with vocabulary and language.

- 5 •  Have students swap their writing with a partner. Then ask them to discuss the questions.
  - While students talk, look at their posts and make notes of successful language and language that needs to be improved.
  - Give feedback on their writing as a class and ask students to review their work and make corrections as needed.
- 6 • Point to the speech bubble. Ask students to circle the phrase that they feel most comfortable with. Then have them complete the sentence with their own ideas.
  - Put students into groups to compare and explain their feelings.
- 7 • Have volunteers read the suggestions aloud. Elicit ideas for why each might be helpful.
  - Students choose one suggestion to try at home. Return to this page at a later date in order to see how using the suggestions has helped students improve.