

4 Tourist information

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about the past using the past simple affirmative
- name different countries and nationalities
- understand written and spoken texts about travel and tourism
- talk about a holiday
- write a postcard

UNIT OVERVIEW

	Countries and nationalities Words connected with tourism
Vocabulary	
	Tourist graffiti: a new problem? CRITICAL THINKING Comparing ideas about graffiti: an art or a crime?
Reading	
	Past simple of <i>to be</i> Past simple of <i>can</i>
Grammar in context	
	Transport
Vocabulary	
	Autonomy and enterprise: Developing a product
Life skills	
	Visiting Edinburgh
Listening	
	Past simple affirmative: regular and irregular verbs PRONUNCIATION The <i>-ed</i> ending
Grammar in context	
	Talking about a holiday
Developing speaking	
	A postcard
Developing writing	
	Listening: True/False/ Not mentioned activities Speaking: Talking about past events
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 4:** Past simple of *to be*
- ▶ **Life skills video Unit 4:** Developing a product
- ▶  **Vocabulary tool:** Words connected with tourism; Transport
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 4:** Past simple of *to be*
- ▶ **Life skills video Unit 4:** Developing a product
- ▶ **Grammar communication activity Unit 4:** Dream holidays
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 4
 - Flipped classroom video worksheet Unit 4: Past simple of *to be*
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 4
 - Life skills video worksheet Unit 4
 - Everyday English worksheet Unit 4

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–4
- ▶ Printable test Unit 4
- ▶ Gateway to exams Units 3 and 4 (end of Unit 4)



Talking about countries, nationalities and tourism

FAST TRACK

Assign exercises 1a and 3a for homework before the lesson.

WARMER

Discuss the meaning of the unit title *Tourist information* (giving information to tourists about places to visit in a city). Ask students what they think the unit is going to be about (words and activities related to tourism and holidays). In pairs, students brainstorm examples of tourist attractions: *monuments, museums, art galleries, castles, parks, forests, theme parks*, etc. Elicit answers from students around the class.

Countries and nationalities

1a In pairs, students look at the photos of tourist attractions and choose from the words to decide which countries they are in. Tell them to guess if they don't know. Check the answers.

Answers

a Italy b Turkey c Egypt d Peru

TEACHER DEVELOPMENT: LANGUAGE

Countries and nationalities

Remind students that in English we use capital letters for countries, nationalities and languages. Point out that the term *Great Britain* (and the abbreviation *GB*) is the traditional 'short form' of the full country title: the United Kingdom of Great Britain and Northern Ireland. The term *the UK* is also used a lot now.

1b 40 Play the track for students to listen and repeat. See p154 for the audioscript for this exercise.

EXTRA ACTIVITY

Students look at the other countries listed in exercise 1 and describe the flags they know, e.g. *The flag of Ireland is green, white and orange.*

2a In pairs, students think of famous cities or tourist attractions for as many of the countries in exercise 1 as possible. Draw students' attention to the examples.

2b SPEAKING In small groups, students take it in turns to say a city or a tourist attraction for others to say the correct country. Draw students' attention to the model dialogue and in a less confident class model this activity first with a strong student.

3a Students match the countries in exercise 1 with the nationalities.

3b 41 Play the track for students to listen, check and repeat. See p154 for the audioscript for this lesson.

Answers

- | | |
|-------------------------|---------------------|
| Argentina – Argentinian | Mexico – Mexican |
| Brazil – Brazilian | Peru – Peruvian |
| China – Chinese | Poland – Polish |
| Czech Republic – Czech | Russia – Russian |
| Egypt – Egyptian | Scotland – Scottish |
| France – French | Slovakia – Slovak |
| the UK – British | Spain – Spanish |
| Greece – Greek | Switzerland – Swiss |
| Ireland – Irish | Turkey – Turkish |
| Italy – Italian | Ukraine – Ukrainian |
| Japan – Japanese | the US – American |

EXTRA ACTIVITY

Students underline the main stress for the different countries and nationalities (for answers see the Answers above). Provide dictionaries to help them with this task (the Macmillan Essential Dictionary has a reference list of countries, nationalities and languages at the back).

FAST FINISHERS

Students write down the name of a famous sportsperson (living or dead, fictional or non-fictional) and their sport for as many of the nationalities in exercise 3a as possible. Students say the name of a famous person for others to guess the correct nationality.

Suggested answers

- Argentinian – Lionel Messi (football); Brazilian – Neymar (football); Chinese – Li Na (tennis); Czech – Martina Navratilova (tennis); Egyptian – Shaimaa El-Gammal (fencing); French – Zinedine Zidane (football); British – Jessica Ennis (athletics); Greek – Marcos Baghdatis (tennis); Irish – Roy Keane (football); Italian – Federica Pellegrini (swimming); Japanese – Takuma Sato (motor racing); Mexican – Javier Hernandez (football); Peruvian – Sofia Mulanovich (surfing); Polish – Agnieszka Radwanska (tennis); Russian – Evgeni Plushenko (ice skating); Scottish – Andy Murray (tennis); Slovak – Daniela Hantuchova (tennis); Spanish – David Villa (football); Swiss – Roger Federer (tennis); Turkish – Ersan Ilyasova (basketball); Ukrainian – Andriy Shevchenko (football); American – Michael Phelps (swimming)

Words connected with tourism

4 Students match the words with the definitions. Point out to students that *luggage* is an uncountable noun. To make the noun countable, we usually say *a piece of luggage*.

Answers

- 1 luggage 2 guidebook 3 travel agency
4 passport 5 trip/excursion 6 book 7 sightseeing
8 tickets 9 package holiday 10 souvenir



- 5 **LISTENING** ▶ 42 Play the track for students to listen and decide what the subject of each dialogue is. Remind them to choose a word from exercise 4 for each one. See p154 for the audioscript for this exercise.

Answers

- 1 passport 2 package holiday 3 guidebook

++ EXTRA ACTIVITY

Elicit further information about each conversation:

- 1 *Where are the man and woman? (at an airport)*
- 2 *Where is the woman going for her holiday? (Turkey) What is/isn't included in the package holiday? (everything except lunch)*
- 3 *Where are the boy and girl? (at a museum) What does the boy want to do? (eat something)*

- 6 **SPEAKING** In pairs, students ask and answer the questions. Draw attention to the model dialogue. Monitor students while they do this activity, noting down any errors/good use of language for the feedback session.

++ EXTRA ACTIVITY

Ask students to think of synonyms for the word *journey*, e.g. *trip, voyage, travels*, and decide if they are synonyms or partial synonyms and what the difference is.

Answers

trip implies going there and back and can be long or short

journey refers to the process of travelling from A to B, e.g. *How was your journey? = Was the process of getting there OK? How was your trip? = How was your whole time away from home?*

travel is an uncountable noun for the activity in general

travels means 'a long trip or several trips'

voyage refers specifically to long-distance travel by sea

HOMEWORK

Assign students page 38 in their Workbook or the relevant sections of the Online Workbook.

Reading p53



Skimming and scanning for global and specific information

>>> FAST TRACK

You could ask students to do exercise 5 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

WARMER

Students play 20 questions for a country in exercise 1 in the Vocabulary lesson. Ask them to work in groups of three and tell them they can ask up to 20 Yes/No questions. Tell them to ask questions about the country, e.g. *Is it very big? Does Messi come from this country? Is the capital Buenos Aires?*

- 1a In pairs, students look at the photo and talk about what they can see.
- 1b Students read the title of the text and say what they think the text is about.

TEACHER DEVELOPMENT: STUDENT TRAINING

Text titles

Remind students that text titles often represent a summary or description of the text. It is therefore useful to look at them when they are trying to work out what a text is about. Titles may also include key words that appear in the text.

- 2 Students read the text and check their answer in exercise 1b. Remind them to read quickly to get a general idea of what the text is about and not to worry about unknown vocabulary.

Suggested answers

The text is about tourists writing graffiti on famous monuments: a crime in most countries.

- 3 Students read the text again and answer the questions with information from the article.

Suggested answers

- 1 It was on a 3,500-year-old monument in Luxor, Egypt.
- 2 Because his message wasn't imaginative or clever.
- 3 It is a serious crime and you can go to prison for a year.
- 4 There is an example of graffiti from 1244 BC.
- 5 He was an Egyptologist.
- 6 There is graffiti in lots of languages because in the 19th century Europeans could travel around the world easily.
- 7 Chinese tourists must behave in a civilised way.

- 4 **CRITICAL THINKING** Individually, students note down some ideas about why tourist graffiti is a crime in most countries now. Ask students to compare their ideas with the class.

Example answers

Tourist graffiti is a crime in some countries because it can damage tourism. It isn't civilised: people don't want to see modern writing on ancient monuments.

- 5 Students match the underlined words in the article with the definitions.

Answers

- 1 crime 2 temple 3 monument 4 amuse himself
5 discovery 6 hunt 7 civilised

- 6 SPEAKING What about you?** In pairs or small groups, students discuss what they think about Ding Jinhao's actions and what their opinion of graffiti is, either tourist or street graffiti.

HOMEWORK

Assign students page 39 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp54-55

Talking about the past using the past simple of to be and can

FAST TRACK

You could ask students to do exercise 7 at home and compare their answers in class with a partner.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Past simple of to be

- 1** Students read the sentences and complete the table.

Answers

a was **b** were **c** wasn't **d** weren't **e** Was
f was **g** wasn't **h** were **i** weren't

TEACHER DEVELOPMENT: LANGUAGE

Past simple

Explain to students that we use the past simple to describe actions or situations in the past, and to say one thing happened after another.

- 2** Students complete the dialogue with the correct past forms of to be.

Answers

a were **b** weren't **c** was **d** was **e** Were **f** were
g Was **h** wasn't **i** was

- 3** Students look at the list of top ten tourist destinations and complete the sentences below with *was*, *wasn't*, *were*, *weren't*.

Answers

1 was **2** was **3** wasn't **4** weren't **5** wasn't
6 were **7** wasn't **8** were

- 4** In pairs, students write questions using the past of to be. Draw students' attention to the example sentence.

Answers

- 2** Where were your parents at 10 pm last night?
3 Where was your family last July?
4 Where was your best friend yesterday?
5 Where were you in 2012?

- 5 SPEAKING** In pairs, students ask and answer the questions in exercise 4. Draw attention to the model dialogue. Then ask students to tell the class two of their partner's answers.

Past simple of can

- 6** Students read the sentences and answer the questions.

Answers

- 1** the infinitive without to
2 *could* goes before the subject

TEACHER DEVELOPMENT: PRONUNCIATION

Silent letters

Tell students to compare the spelling of the words *could/couldn't* with the pronunciation: /kʊd/ /kʊdnt/. Draw attention to the silent letter *l*. Elicit other words with silent letters, e.g. *should, shouldn't, would, wouldn't, Wednesday, geography, walk, listen, kitchen, watch, cupboard, climb, biscuit, chocolate*.

- 7** In pairs, students look at the activities and make sentences saying if tourists could or couldn't do these things 150 years ago. Draw attention to the example sentence.

Answers

- 1** Tourists/They couldn't book tickets online.
2 They could write graffiti on monuments.
3 They could sail from England to America.
4 They couldn't travel by car at 160 kph.
5 They couldn't fly non-stop from England to Japan.
6 They could stay in hotels.
7 They could go on excursions.
8 They couldn't travel around the world in a week.
8 SPEAKING In pairs, students find out at what age their partner could do the things in the list for the first time. Draw attention to the model dialogue. In a less confident class, ask students to note down their answers before they ask their partner. Elicit answers from different students.

EXTRA ACTIVITY

Students discuss which tourist attraction in exercise 3 they would most like to visit and add other attractions to the list. In pairs, students make a list of the top ten attractions they would like to visit.

Refer students to the Grammar reference on page 62 if necessary.

HOMEWORK

Assign students page 40 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary p55



Talking about different types of transport

FAST TRACK

You could ask students to do exercise 1 before class and compare their answers in pairs. Ask them then to think of some other forms of transport to add to their table in exercise 2.

V Transport

- 1 Students match some of the words to the photos and look up any unknown vocabulary in the Macmillan Essential Dictionary.

Answers

a coach **b** lorry **c** ship **d** tram **e** underground
f moped **g** van

i CULTURAL INFORMATION

The London Underground is the oldest underground railway network in the world and the most extensive after the Shanghai Metro. Tell students that the underground is called the subway in the USA and the metro in Europe.

- 2 Students complete the table with the words in exercise 1.

Answers

Road: bus, car, coach, lorry, moped, motorbike, taxi, van
Rail: train, underground
Air: helicopter, plane
Sea: boat, ship

FAST FINISHERS

Fast finishers think of more words for the categories Road, Air and Sea in the table in exercise 2.

Suggested answers

Road: truck, racing car; **Air:** jet, rocket; **Sea:** yacht, barge, ferry, rowing boat

+ EXTRA ACTIVITY

Students underline the stressed syllables in the multi-syllable words in the table. For answers see the Answers above.

- 3 **SPEAKING** In small groups, students take turns to say how often they travel by the different types of transport in exercise 1. Encourage students to ask other questions to find out more information. In a less confident class, elicit the adverbs of frequency and write them on the board, and remind students of the word order in questions (question, auxiliary, subject, verb). Draw attention to the model dialogue before they begin.

+ EXTRA ACTIVITY

Write four types of transport on the board – three that have something in common and an 'odd one out', e.g. *train, underground, bus, car* (car is the odd one out because the others are all forms of public transport). Ask students to say which word they think is the odd one out and why. They then write similar lists using vocabulary from the unit to test their partner.

HOMEWORK

Assign students page 41 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp56–57



Developing a product

To learn about a successful business idea, to understand key questions when developing a new product and to work together to develop and present a new product

FAST TRACK

You could ask students to do exercise 2 at home before the class and then compare their answers with a partner at the beginning of the lesson.

i BACKGROUND INFORMATION

Companies are adapting to new ways of business in the face of many social and environmental challenges and ever more limited resources. More than ever, young people need to be provided with essential business skills in order to turn today's challenges into opportunities.

Especially in the UK and USA, enterprise is increasingly being incorporated into education to inspire young people to become more employable. This lesson encourages students to reflect on how a business works and how wealth is created. They are asked to work in a team to develop and present a new product. These tasks require teamwork, organisation, creativity, self-confidence and initiative – key skills that are needed for the world of work and day-to-day life.

WARMER

Write the word **BUSINESS** on the board. In small groups, ask students to brainstorm adjectives, nouns and verbs connected to this central idea. Set a time limit of three minutes and encourage students to look up words in their Macmillan Essential Dictionaries. Say **Stop** and encourage students to write the words on the board to check their spelling. Ask students to look at Key concepts on page 56 to see if they have thought of these words.

- 1 **SPEAKING** In pairs, students take turns to describe the photo on page 56 and say who they think the people are. Elicit answers from different students.

Suggested answers

The photo is of two people when they were young. I think they are the creators of a product.

- 2 READING** Students read the text about the people and answer the questions.

Answers

- 1** Maureen and Tony Wheeler. **2** *Lonely Planet*.
3 Because they created the company *Lonely Planet*.
4 Because their books are about travelling all over the world.

FAST FINISHERS

Write these definitions on the board for students to find the words in the text:

the number of things a company sells each year (*annual sales*)

a holiday that two people have after they get married (*honeymoon*)

doing something without spending a lot of money (*on the cheap*)

in the end (*eventually*)

Ask them to teach the words to the rest of the class when everyone has finished exercise 2.

- 3** Students read the text again and put the events in Maureen and Tony's life in the correct order.

Answers

- 1** c **2** d **3** b **4** e **5** g **6** a **7** f

- 4** Students look at the information about starting a new business. Encourage them to try to answer the questions with the information about the *Lonely Planet* guidebooks when they first appeared. Tell them to read the text again if necessary.

Answers

- 1** Before Tony and Maureen wrote their guidebook, there weren't any guidebooks about travelling cheaply. Friends asked them lots of questions about how they did it.
2 Adventurous young travellers.
3 Over five million people!

5a  **LISTENING**  43

Tell students they are going to watch or listen to two students presenting an idea for a new product.

Play the video with the sound down for students to write down all the objects they see. Ask them to compare in pairs before you elicit answers from around the class (*a towel, flip-flops, sunglasses, baseball cap, a can of soft drink, a questionnaire*). Elicit from students what they think the students' product is.

Play the track or video for students to check their answer (a cap to keep money/keys in) and to answer the questions in exercise 5a. Give students a minute to compare answers in pairs. See p154 for the videoscript/ audioscript for this exercise.

Answers

- 1** cap **2** on the beach **3** Half **4** is **5** cheap
6 more than one

EXTRA ACTIVITY

Divide the class into teams. Play the video for students to describe to each other what they see. Explain that they get one point for every correct item of vocabulary and two points for every adjective + noun combination, e.g. *white towel, blue baseball cap, etc.* If students write a whole sentence describing an action in the video, they get three points. At the end of the video, go through each team's answers and total up the points. The team with the most points wins the game.

- 5b** Ask for students' opinions of the product and encourage them to explain why they think it is a good or bad idea.
6 In pairs, students think of ideas for a new product. Ask them to read the advice and write down their ideas. Remind them not to be critical and that even crazy ideas are good at this stage.

LIFE TASK



Tell students that each group wants to develop a new product and present it to the group.

Step 1

Divide the class into small groups and ask them to share the product ideas they had in exercise 6 and choose the one they like best. Ask students to analyse how exactly the product is different from all others and why people want or need it. Encourage them to think about who wants or needs it.

Step 2

Students plan a presentation of their product. They choose who does which part and what materials they need to present their information to the rest of the class, e.g. poster presentation, PowerPoint presentation, etc. Give students time to rehearse their presentation before they present it to the class.

Step 3

Give each group three minutes to present their product. Ask the class to vote on the best presentation and give feedback. You could write this pro-forma on the board to help students assess each presentation.

Group:

Name of product:

Different? 1 2 3 4 5

People want or need it? 1 2 3 4 5

Who wants it?

Step 4

Ask the class to vote for the best product (they can't vote for their own!).

Listening p58



Identifying key words and listening for gist

WARMER

Write these types of transport on the board in a jumbled order: *plane, train, car, motorbike*. In pairs, students discuss each form of transport and rank them in order from safest to least safe. When they have agreed, ask them to join another pair and compare their lists. If they are different, they should justify their choices and try to agree on a new order. Finally, ask each group to justify their ranking to the class and get the class to agree on the order.

- In pairs, students choose the correct alternatives. Encourage them to guess if they don't know the answer.
- LISTENING** ▶ 44 Play the track for students to listen and check their answers. See pp154–155 for the audioscript for this exercise.

Answers

1 is 2 festivals 3 road

✓ **EXAM SUCCESS** Students discuss when they should read the true and false statements – before or after listening. Tell them to turn to page 152 (Listening: True/False/Not mentioned activities) and compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

True/False/Not Mentioned listening activities

Encourage students to read the statements first before they listen. They should identify key words in the statements and then listen out for similar vocabulary. Remind them to always choose an answer (there is a 33% chance they will be right).

For the CEFR dossier, students can complete a self-evaluation sheet for listening activities:

I understood the first time I listened. 1 2 3 4 5

I understood when we had finished listening. 1 2 3 4 5

I understood after listening with the audioscript. 1 2 3 4 5

- ▶ 44 Play the track again for students to listen and decide if the sentences are true, false or not mentioned.

Answers

- F (It's actually not that big...) 2 T 3 NM
- F (There were a lot of events in the streets too.)
- F (August is a great time to go.) 6 T
- F (Originally it was for ships to know the time but now I think they probably do it for tourists.)
- F (Do you know what shortbread is? It's a type of biscuit...)
- NM 10 T

EXTRA ACTIVITY

Students correct the false sentences in exercise 3 (for answers see the Answers above).

- SPEAKING** **What about you?** In pairs or small groups, students discuss which city or cities they would like to visit one day and say why. Draw attention to the model dialogue.

EXTRA ACTIVITY

Students write a travel agent's advertisement for a trip to a city they would like to visit. They should include information about transport, accommodation, the duration of the trip and the cost. Ask students to present their ads to each other in small groups.

HOMEWORK

Assign students page 41 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp58–59

Using the past simple affirmative

FAST TRACK

You could ask students to do exercise 3 at home. They can discuss their answers with a partner at the beginning of the next class.

Test before you teach

Write these sentence prompts on the board:

- I/have lunch at school/last week.
- Last weekend/I/not go to the cinema.
- they/see their friends/last weekend?

Ask students to use the prompts to write sentences and questions in the past simple and then write three similar sentences in the past simple in their notebooks. Monitor to see if they have consolidated knowledge of the past simple tense.

Answers

- I had lunch at school last week.
- Last weekend, I didn't go to the cinema.
- Did they see their friends last weekend?

Past simple affirmative: regular and irregular verbs

- Students look at the sentences and put the verbs in the correct place in the table.

Answers

List A: loved, visited, climbed, walked, wanted

List B: bought, ate, went, saw, spoke, understood

- Students then decide which column is regular and which is irregular.

Answers

List A is regular. List B is irregular.

- Students match the spelling rules for regular past simple forms (1–4) with examples a–d.

Answers

2 d 3 a 4 c

TEACHER DEVELOPMENT: STUDENT TRAINING

Learning spelling

Remind students that they can check spelling with the spell check function on the computer or by using a dictionary. Reading regularly in English also helps students with their spelling as they become accustomed to seeing words spelled correctly. Encourage students to test themselves regularly on the spelling of new vocabulary and learn spelling rules like the ones in exercise 1c.

- 1d** Ask students to spell the past simple form of the verbs. Remind them to follow the rules in exercise 1c.

Answers

- 1** liked **2** cried **3** chatted **4** wanted
5 arrived **6** worked

- 2a** **PRONUNCIATION** ▶ **45** Play the track for students to listen to the verbs in the table and decide what the difference between the pronunciation of the *-ed* endings is.

Answers

The three pronunciations for *-ed* endings are /t/, /d/, /ɪd/.

TEACHER DEVELOPMENT: PRONUNCIATION

The *-ed* ending

Teaching the regular past simple verb forms offers an opportunity to teach students the difference between voiced and voiceless sounds. Voiced consonants use the voice. Ask students to test this by putting their finger on their throat as they say the letters *b, g, l, m*, etc. If they feel a vibration, the consonant is voiced. Voiceless consonants do not use the voice. They are hard sounds and there is no vibration in your throat, just a short explosion of air as you pronounce the sound. Knowing the difference between these sounds helps us to know how the *-ed* ending is pronounced. If the verb ends with a voiced vowel sound or a consonant: *-b, -g, -l, -m, -n, -th, -v* or *-z*, we say /d/. If the verb ends with a voiceless sound: *-f, -p, -k, -s, -sh, -ch, -x, -h*, we say /t/.

However, tell students the important thing is to remember when to pronounce /ɪd/ (after verbs that end in *-d* or *-t*), since this is the sound that really matters in oral speech.

- 2b** ▶ **46** Play the track for students to listen to the past forms and write them in the correct column in exercise 2a.

- 2c** ▶ **47** Play the track for students to listen, check and repeat.

Answers

- /d/: listened, loved, played, stayed
/t/: liked, washed, watched, worked
/ɪd/: hated, decided, needed, started, wanted

+ EXTRA ACTIVITY

Write the past tense forms below on the board in a jumbled order and ask students to write them in the correct column:

/t/: talked, cooked, kissed

/d/: turned, rained

/ɪd/: planted, demanded, celebrated

Drill the pronunciation of each past tense form.

- 3** Students complete the text with the past form of the verbs. Remind them to use each verb once and to refer to the list on page 157 for help if necessary.

Answers

- a** went **b** visited **c** took **d** used **e** saw **f** ate
g bought **h** walked **i** spoke **j** understood

- 4a** Students complete the sentences with the correct past form of the verbs in brackets. Tell them to use the word list on page 157 to help them with irregular past forms.

Answers

- 1** had **2** made **3** caught **4** did **5** swam
6 taught **7** came **8** bought

- 4b** Elicit from students what the underlined words are in exercise 4a (*time expressions*).

- 5a** Students write true sentences about themselves and their family. Tell them to begin their sentences with the underlined words in exercise 4a and use any of the verbs on the page. Draw attention to the model sentences.

- 5b** **SPEAKING** In pairs, students tell their partner things that they did, without saying when they did them, for their partner to guess. In a less confident class, model this activity in open pairs before students continue in closed pairs. Draw attention to the model dialogue.

+ EXTRA ACTIVITY

Students write two true sentences about themselves with the time expressions in exercise 4a and one false one. With a new partner, students take turns to read out their sentences for their partner to guess which one is the false sentence.

Refer students to the Grammar reference on page 62 if necessary.

HOMEWORK

Assign students page 42 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p60

Describing a holiday using photos

>>> FAST TRACK

You could ask students to prepare their dialogue for exercise 6a at home or in class with a partner. They can present their dialogue at the beginning of the next lesson.

WARMER

Divide the class into small teams. Write some correct and incorrect past simple sentences on the board, e.g. *Yesterday I was to Paris. I went to the bank ten minutes ago. He were very good at tennis when he was young.* Explain that the sentences are for sale and each team has a total of €1000. Read out a sentence and ask each team to decide if it is correct. If they think it's correct, they can bid against the other teams to buy the sentence. Keep track of how much each team spends on the board. At the end of the auction, tell the students which sentences were correct. Tell them if they bought a correct sentence, they win back the money they paid for it. If they bought an incorrect sentence, they lose the money they paid for it. Ask the teams to add up their final totals. The team with the most money wins.

Talking about a holiday

- 1 In pairs, students look at Jonathan's holiday photos and match some of the topics to the photos.

Answers

a 1 b 4 c 6 d 5 e 7

- 2 **SPEAKING** In pairs, students take turns to talk about Jonathan's holiday using the photos. Draw attention to the example sentence.
- 3a **LISTENING**  48 Play the track for students to listen to Jonathan talking about his holiday and note down what he says about the topics in exercise 1. See p155 for the audioscript for this exercise.
- 3b **SPEAKING** In pairs, students compare their answers in exercise 3a and help each other to complete all the answers. Elicit answers from different pairs.

Answers

- 1 Barcelona
 2 Went with family – mum, dad and brother
 3 Went by plane from London (2 hours)
 4 At Porta Fira Hotel near centre
 5 Went sightseeing to Sagrada Familia and Parc Güell, shopping on Las Ramblas and to Camp Nou football stadium
 6 Paella
 7 I love Barcelona T-shirt
- 4 Students complete the useful expressions in the Speaking bank with *at*, *to*, *with* or *by*. Encourage students to look up any words they don't know in the dictionary.

Answers

a to b by c with d at e to

- 5a **SPEAKING** In pairs, ask students to take it in turns to talk about their holiday photos. Tell Student A to look at p155 and Student B to look at p156. Walk around and monitor students, taking notes on errors and good use of language to comment on in a feedback session at the end of this activity.

Example answer

Last year I had a brilliant holiday. I went to Rio de Janeiro with my family – my mum and my two brothers. We went by plane. It took 13 hours to get there from London! We stayed at a fantastic hotel called the Copacabana Palace. It was near the beach. We went to the beach every day. The water was beautiful. We did some sightseeing, too. We went by train to the top of the Corcovado mountain. Wow! When we looked down on Rio and Sugar Loaf Mountain, it was really spectacular! The food was really good in Rio, too. I loved all the fruit. They had lots of tropical fruit, you know, like pineapples, mangoes and papayas. Delicious! I bought a few things when I was there. Oh yeah, I bought a Brazilian football shirt for a friend of mine who loves football. I had a great time in Rio. I loved everything about it. I want to go back one day!

- 5b Students now change photos and repeat the activity.

PRACTICE MAKES PERFECT

- 6a **SPEAKING** In pairs, students take it in turns to do the task. Remind students that they can help their partner by saying *Tell me what you did/saw/ate*, etc. and by asking other follow-up questions. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with a confident student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

Model dialogue

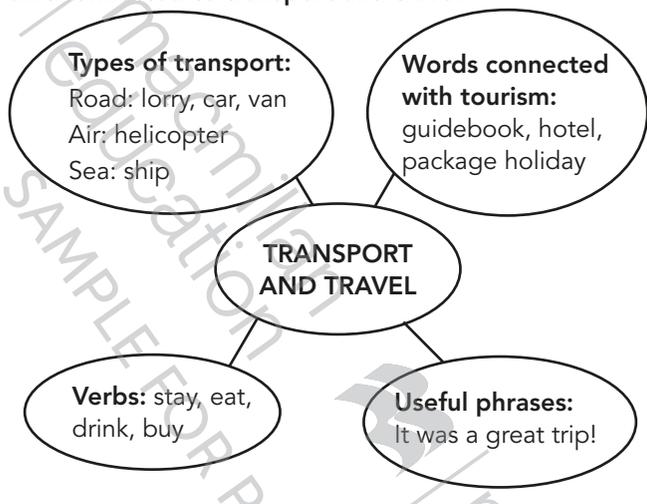
- A:** Last year, I went to Crete for two weeks with my family – my mum, dad and little sister. We went by plane from London and it took two and a half hours. We stayed in a hotel on a beautiful beach.
- B:** Tell me about what you did.
- A:** Every day we went swimming and walking.
- B:** Tell me about what you saw.
- A:** We saw some ancient monuments and visited a museum.
- B:** What kind of museum?
- A:** It was a museum about the history of the island. It was very interesting.
- B:** Tell me about what you ate.
- A:** We ate a typical Greek dish – moussaka – and lots of fish.
- B:** Did you buy anything?
- A:** I bought some worry beads, a typical Greek souvenir. It was a great holiday.

- 6b Students tell the class about their partner's holiday, e.g. *Rachel went to Menorca with her mum, dad and little sister. They went for a week, etc.*

✓ EXAM SUCCESS Students discuss what language and expressions are important to revise for a speaking exam where they need to talk about past events. Tell them to turn to page 152 (Speaking: Talking about past events) to compare their answers.

EXTRA ACTIVITY

Students make a mind map of all the words from the unit connected to transport and travel.



HOMEWORK

Assign students page 43 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p61

Writing a postcard

FAST TRACK

You could assign students exercise 3 for homework before the lesson.

WARMER

Ask students to think of words they associate with New York, e.g. *Central Park, Fifth Avenue, yellow taxis, the Big Apple, Broadway, Empire State Building, etc.* Ask students if they would like to visit New York and give reasons why or why not.

A postcard

1a SPEAKING In pairs, students decide which things in the list are important for them to have a great holiday and put them in order of importance. Draw attention to the model dialogue.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Agreeing and disagreeing

Elicit some phrases for agreeing and disagreeing and write them on the board for students to refer to during the activity:

Agreeing: *I think you're right. I agree. OK. Good idea.*

Disagreeing: *I'm not sure I agree with you. (I'm afraid) I don't agree. (I'm afraid) I disagree.*

Remind students that when they disagree with someone, it sounds more polite/less direct to use a phrase such as *I'm afraid*.

1b Students tell the class the top and bottom activities on their list to see if people generally agree.

2a READING Students read the postcard and tick which things in exercise 1 Megan writes about.

Answers

the food, sightseeing, shopping

2b Students read the postcard again and underline any information about the things in exercise 1.

Answers

the food: We're sitting in a café having a burger and a milkshake ...

sightseeing: Yesterday we went sightseeing. We went to the top of the Empire State Building! We also saw the Statue of Liberty and Times Square.

shopping: This morning we did some shopping near the hotel. I bought a cool T-shirt, and a little present for you.

3 Students complete the information in the Writing bank using the postcard in exercise 2.

Answers

a Hi **b** How **c** hope **d** present **e** past **f** here
g Love

PRACTICE MAKES PERFECT

4a Students look at the task and choose one of the postcards on page 156. Tell them to plan what they are going to write and to follow the advice in the Writing bank on page 158.

4b Individually, students write their postcard and then 'send' it to their partner (hand it to them to read). You could ask different students to read their partner's postcard to the class. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Julie,

Here we are in Venice! I'm sitting in a café drinking a cola and looking at the gondolas on the Grand Canal. We're having a brilliant time.

Venice is very expensive, but I did some shopping yesterday. I bought some Venetian glass, and a little present for you! In the evening, we went to a famous pasta restaurant to eat spaghetti. I love Italian food!

This morning we visited the Piazza San Marco and we went on a tour around the canals.

Our hotel is very noisy, but it is in the centre. There are a lot of tourists at this time of the year. The weather is fantastic. It's sunny, but not too hot.

Wish you were here!

Love,

David

+ EXTRA ACTIVITY

Students draw one picture to illustrate what they wrote in their postcard. Collect the pictures and postcards and shuffle them. Letter all the pictures and number all the postcards. Pin them on the wall in a jumbled order and ask students to match the texts to the pictures.

HOMEWORK

Assign students page 44 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 4

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p63

Past simple of to be and can

- 1 Students complete the sentences with *was, were, wasn't, weren't, could* or *couldn't*.

Answers

- 1 was, could 2 wasn't, was 3 couldn't, were
4 weren't

Past simple affirmative – regular verbs

- 2 Students complete the sentences with the past simple form of the verbs in brackets.

Answers

- 1 walked 2 studied 3 stopped 4 wanted
5 decided 6 hated

Past simple affirmative – irregular verbs

- 3 Students change the sentences from the present simple to the past simple, as in the example.

Answers

- 2 He bought CDs and books.
3 I took a pen to the class.
4 We did a lot of sport on Friday.
5 Mrs Jones taught maths.
6 My friend came to school by bus.
7 My dad caught the train to work.
8 They got back home late on Saturday.

Vocabulary revision p63

COUNTRIES AND NATIONALITIES

- 1 Students complete the table.

Answers

- 1 Polish 2 Egyptian 3 Greece 4 Turkey 5 Scottish
6 Switzerland 7 Chinese

WORDS CONNECTED WITH TOURISM

- 2 Students complete the sentences with the words.

Answers

- 1 guidebook 2 luggage 3 sightseeing 4 book
5 travel agency 6 trip 7 package holiday

TRANSPORT

- 3 Students complete the words for transport with vowels.

Answers

- 1 lorry 2 tram 3 van 4 moped 5 underground
6 coach

HOMEWORK

Assign students page 45 in their Workbook or the relevant sections of the Online Workbook.

Reading p64



TIP FOR READING EXAMS

Elicit from students what they should remember to do in multiple-choice activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more tips.

- 1a In pairs, students look at the photo and discuss two things they would like to know about 'underwater rugby'. Tell them to write two questions. Draw students' attention to the examples.
- 1b **READING** Tell students to read the text quickly to see if it answers their two questions.
- 2 Students read the questions. Then they read the text again and choose the correct answers (a, b or c).

Answers

- 1 a (You play underwater, so you have to be able to swim well to play.) 2 b (The game has two halves. Each half is 15 minutes. In the middle the game stops ...)
- 3 b (One team usually wears white and the other team wears blue or black.) 4 c (Only six people from each team can be in the water.) 5 b (To score a goal, you must put the ball in the basket.)
- 3 **SPEAKING** **What about you?** Students discuss if they would like to play underwater rugby and say why or why not.

Example answers

I wouldn't like to play underwater rugby because it's very difficult and tiring.
I'd like to play underwater rugby because it's exciting and different.

Speaking p64



TIP FOR SPEAKING EXAMS

Elicit from students what they should remember to study for speaking exams. Ask students to read the tip to compare their ideas and then look at Exam Success on page 152 for more ideas.

- 4 In pairs, students say the past form of the regular and irregular verbs. Elicit answers from the class checking their pronunciation of the -ed ending.

Answers

was/were • bought • ate • got • went • hated
had • liked • loved • made • read • saw • spoke
stayed • took • understood • visited • walked
wanted

- 5 **SPEAKING** In pairs, students look at the situation and role-play the dialogue. When they finish, they should change roles so that the other student practises asking the questions.

Listening p65



TIP FOR LISTENING EXAMS

Students discuss what they should do in *True/False/Not mentioned* activities and then read the tip. Tell them to turn to Exam Success on page 152 for more ideas.

- 6 In pairs, students look at the photo and make a list of things they think they can do on holiday in Paris. Draw attention to the examples. Elicit ideas from different students.
- 7 **LISTENING** 49 Tell students they are going to hear a girl talking about a trip to Paris. Play the track for students to listen and say if the sentences are True (T), False (F) or Not Mentioned (NM). Ask students to correct the false sentences. See p155 for the audioscript for this exercise.

Answers

- 1 F (It was with my primary school ...) 2 NM
- 3 F (I could say some simple things.) 4 NM
- 5 F (My friend ... just wanted to eat in fast-food restaurants.)
- 6 NM 7 F (But when I listened carefully, I understood some things ...)

Speaking p65



TIP FOR SPEAKING EXAMS

Elicit what students remember about information role-plays. Ask them to read the tip and then turn to Exam Success on page 152 for more ideas.

- 8 **SPEAKING** In pairs, students follow the instructions. With less confident students elicit the full questions and write them on the board, e.g. *Where are the swimming lessons?*
- 9 Students change roles and act out the dialogue again.

HOMEWORK

Assign students pages 46–47 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p65

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1–4 how well they can do each thing in English.
- 2 Ask students to look at their marks and decide what they need to do to improve. Elicit other suggestions.