

### Flipped classroom

#### How to use the worksheets

The worksheets are designed to be used in class or for self-study. They can also be used by students who have followed the **flipped classroom** approach to the Speaking lesson.

#### How to use the Teacher's notes

The Teacher's notes provide ideas and extra activities to use in class, either when students are doing the worksheet or checking answers.

## Before watching

- Students work with a partner to remember school trips they've been on. Point out that they need to list different types of places. Each student then writes what they remember about each trip. They compare notes with a partner before sharing their answers with the class. Are their memories similar or different?

### Video skills

#### Recognising emphasis on important information

- This is an important skill because it helps students to listen for the information that the speakers most want the listener to hear. If they can focus on emphasised information and pay less attention to the other information, it will improve their comprehension.

## While watching

- This exercise is a simple gist task designed to allow students to get used to the four speakers' voices. It could be skipped in class if your students have already watched the video.

#### Answers

The speakers mention the following places: zoo, theme park, activity trip/weekend, museum, a trip abroad, adventure park, art gallery

- Students should read the *Video skills* tips carefully before watching the video again. The exercise asks students to identify who says the statements and what type of school trip they're about. Point out that the statements paraphrase the speakers and are not their exact words.

#### Answers

1 Meg, art gallery 2 Bella, the zoo 3 Bella and Charlie, activity trip 4 Charlie, activity weekend 5 Bella and Meg, a trip abroad 6 Richard, theme park

Talk2Me

Neither do I ...

- Here students are required to understand the functional language on the Speaking page – agreeing and disagreeing. Students choose the correct options to complete the sentences.

#### Answers

1 don't agree 2 don't have to 3 Neither 4 agrees 5 agree 6 Charlie 7 less 8 Both Charlie and Meg

### Extra language focus

Focus on two other expressions for agreeing and disagreeing in the video that are not covered on the Speaking page. Go to the extracts below and use them as a dictation, and then focus on the meaning of the underlined expressions. (The timings are in brackets.)

**Meg:** Yeah, I have to admit that after a while the art gallery did get boring, and you had to be quiet all the time. (2:56)

**Charlie:** Yeah, that's true; it was really good. (3:09)

## After watching

- This exercise gives explicit practice of the functional language in the video. Students should be able to do this without needing to watch the video again, but you could play it again if necessary.

#### Answers

1 I don't agree 2 Me neither 3 So do I 4 don't you think 5 what about 6 You've got a point

### Extra classroom activity

This activity requires a die and the list below. Students work in pairs – A and B – and have to try and persuade each other that a particular option for a school trip is best using language for agreeing and disagreeing. The first roll of the die chooses A's activity (1–6 below). The second roll of the die chooses B's activity.

#### A

1 A trip to a science museum 2 A trip to London 3 An activity weekend in the mountains 4 A weekend observing animals and plants in the country 5 A day at a video game congress 6 A trip to a chocolate museum

#### B

1 A trip to an art gallery 2 An activity weekend at the beach 3 A trip to the zoo 4 A day at a theme park 5 A weekend at a music festival 6 A trip to a natural history museum