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## IN THE PICTURE Travel

Talk about travel items

Pages 16–17

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Introduce the theme of the lesson and think about words related to travel.
<b>WORK WITH WORDS</b>		Recycle methods of transport and associated prepositions and verbs. Describe travel items and talk about which items you can take on a plane. Pronounce words with /p/ and /b/ sounds. Watch a video of an airport scanner and say the items you see.
<b>SPEAK</b>		Plan what to pack for a school camping trip in your area.

### Get started

Write the unit title *Pack your bags* on the board and elicit what it means (to put your possessions into a bag, case or box so that you can take or send them somewhere). Write *She told him to pack his bags!* on the board and say that it is an informal expression. Ask if students can work out what it means (tell someone to leave a place and not return).

Ask the class what they think the unit is going to be about (*travel*) and write synonyms or partial synonyms for the theme of travel in a jumbled order for students to work out, eg *pirt* (trip), *yegova* (voyage), *yonurej* (journey). Ask students to work in pairs to say what the difference is between these words and the word *travel*.

#### ANSWERS

travel: a verb to say you go from one place to another  
 trip: when you go somewhere and come back again (the word we most often use in this context.)  
 voyage: long distance travel by sea  
 journey: a longer or more adventurous trip, or the time you spend travelling

### WORK WITH WORDS

#### 1a, b and c **RECALL**

- Refer students to the instructions for each of the three exercises. Divide the class into pairs to do the three tasks. Set a time limit of two minutes.
- Copy the table onto the board and invite different students to add methods of transport under the headings. Then check the answers to the other tasks in open class.
- Ask students to do the Work with Words task on page 131.

#### ANSWERS

##### Exercise 1a

See table on page 131.

##### Exercise 1b

by

##### Exercise 1c

drive a *bus*, car, coach, train, tram, taxi

fly a helicopter, plane

ride a bike, horse, motorbike; ride a bus, tram (as a passenger)

sail a boat, ferry, ship

#### Fast finishers

Ask fast finishers to think of unusual forms of transport to write in their list, eg *hot-air balloon*, *racing car*, *canoe*, *yacht*, *rowing boat*, *barge*, *donkey*, etc.

#### Extra activity

Ask students to underline the stressed syllables in the multi-syllable words in the table.

#### Extra activity

Recycle the structure of the present simple with adverbs of frequency. Divide the class into pairs and ask students to find out what type of transport his/her partner often uses and one kind of transport he/she never uses. If necessary, elicit questions and write them on the board. Nominate different students to report their partners' answers.

#### 2a 1.17

- Refer students to the pictures of items a–l. Focus them on the categories, *luggage/baggage*, *personal items* and *money and documents*, and point out the example. Divide the class into pairs to put the items in the correct categories.

- Play the track for students to listen and check.
- Refer students to the **Get it right** box and invite a volunteer to read it out loud.

### ANSWERS / AUDIO SCRIPT

▶ 1.17

Luggage/baggage: suitcase, backpack, sleeping bag  
 Personal items: toothbrush, toothpaste, shampoo, hairbrush, scissors  
 Money and documents: passport, visa, boarding pass, wallet

### 2b

- Ask students which item(s) in the backpack you *can't* take on a plane in your hand luggage, and elicit why not.
- Ask students if they know of any more items that you can't take on a plane (any sharp items, items that can explode, large amounts of money, etc)

### ANSWERS

e. Shampoo f. Toothpaste j. Scissors and Water

### 3a ▶ 1.18 PRONOUNCE

- Play the track for students to listen to the words and repeat. Ask them to pay particular attention to the /p/ and /b/ sounds. Drill any sounds they have problems with.

### AUDIO SCRIPT

▶ 1.18

See Student's Book page 16.

### 3b ▶ 1.19

- Play the track for students to listen to the words and circle the one they hear.
- Play the track again for students to listen and repeat both words.

### ANSWERS / AUDIO SCRIPT

▶ 1.19

1 back 2 peach 3 pen 4 bear 5 big  
 back / pack, beach / peach, Ben / pen, bear / pear, big / pig

### 4

- In their pairs, ask students to take it in turns to describe and guess the objects in Exercise 2a. Before they start, draw students' attention to the model conversation.

#### Alternative procedure: less confident classes

In less confident classes, give students time to prepare their descriptions. Recycle ways of describing objects and write model sentences on the board to help students structure their own sentences:

*It's something that/which you use to keep your hair tidy.  
 People use it to keep their hair tidy.  
 It's used for keeping your hair tidy.*

### 5

- Refer students to the pictures and ask them to work in the same pairs to make a list of the other objects in the backpack and suitcase.

### ANSWERS

suitcase: some batteries, a hat, a pair of shoes, some sunglasses, a T-shirt  
 backpack: a mobile phone, a phone charger, a book, a pen, a bottle of water, an iPod with headphones, a plug, a shirt

#### Extra activity

Point out to students that *backpacking* is a noun to describe a way of travelling that is very popular, especially with young people. Ask students to think of the advantages and disadvantages of backpacking and travelling with a suitcase, eg

**Backpacking:** *it is easier to get on and off a train or a bus with a backpack; it's lighter; you wear it on your back so it's easy to move around, etc.*

**Travelling with a suitcase:** *you can fit more things in; it's safer if you lock it with a key; your things are more protected because they are in a harder case, etc.*

Point out to students that the verb *to backpack*, eg *We backpacked around India*, is as common as *We went backpacking around India*.

### 6 THE MOVING PICTURE

- Explain to the students that they are going to watch a video of an airport scanner. Discuss what they think this is.
- Ask students if they have ever had a problem going through airport security (eg carrying too much liquid or sharp objects).
- Play the video and ask students to shout out the names of the items they see.

### AUDIO SCRIPT

(The following is heard on the tannoy in the video)  
 This is a special announcement. For security reasons please keep your luggage and all packages with you at all times, until they are checked. Unattended baggage will be removed immediately for inspection, and may be damaged or destroyed.

#### Extra activity

Recycle *There's/There are ... , a/an* and *some*. In their pairs, ask students to try to remember all the items that were in the video. Set a time limit of two minutes. The pair with the most items on their list wins the game.

### SPEAK

### 7

- Explain to students that they are going on a school camping trip in their area. Divide the class into pairs to decide the five most important things to pack.
- Invite them to look at the pictures for ideas and think of other items, eg *a camera, a first aid kit, a torch, a box of matches, a compass*. Draw students' attention to the expressions in the **PHRASE BYTES** box and encourage them to practise using these in their conversation.
- Monitor and note good use of language and errors to go over in a feedback session.
- Ask each pair to compare their ideas with another pair.

#### Extra activity

Ask the same groups to eliminate some of their items so they have only five items to pack. Then ask groups to come up to the board and write their items.

Encourage students to discuss similarities and differences between each group's list.

Finally, tell the class that they can only take five of these items, as a class. Lead a class discussion to decide which ones they are going to eliminate from the board.

#### GO BEYOND

Ask students to do the Go Beyond tasks on page 131.




#### Homework

Ask students to write a short story of approximately 150 words about the school camping trip and include all of the objects in their list in their story. They should say why they were important or what they used them for. In the next lesson, choose a few students to read their stories out.

## READING Be a voluntourist

Identify the purpose of a text

Page 18

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary to describe methods of transport and find the odd one out.
SPEAK AND READ		Talk about your best holiday. Read a text from a website about voluntourism. Discuss tips on how to identify the text type, the reader, the writer and the writer's aim.
REACT		Give your opinion on voluntourism and talk about communities in need.

### Get started

Write these words to describe methods of transport on the board in groups of four: *bike, motorbike, car, horse; plane, helicopter, balloon, coach; train, bus, underground, tram; boat, ferry, ship, kayak*

Explain that three words in each group have something in common and one is the 'odd one out'. Ask students to work in pairs to say which word is the odd one out and why.

Ask students to come up to the board and circle the odd one out in each group. Have students say why they chose each odd item and ask each other why they have chosen different options.

### SPEAK AND READ

1

- Divide the class into pairs to answer the questions and talk about their best holiday. Set a time limit of two minutes.
- Nominate different students around the class to report on what their partner has said.

#### Alternative procedure: less confident classes

In a less confident class, model this activity first yourself. Tell students about your best holiday and then ask them to answer questions 1–3. This will give students a clearer idea of what is expected of them in this activity and help familiarise them with the questions. Give students time to note down their answers to the questions before they do this as a speaking activity.

2a

- Ask the same pairs to discuss how they can identify the text type, who the text is written for and by, and the writer's aim. Prompt their discussion by asking them: *How do you know what a text is going to be about before you read it? Is it important to know who is writing a text? How do you know if a text is going to be interesting before you read it?* etc.
- Refer students to the tips in the **HOW TO** box, asking some more confident students to read the tips out loud.
- Elicit whether the ideas they had are the same or different from the ones in the **HOW TO** box.

2b  1.20

- Ask students to read the first part of the text and identify the text type, the reader and the writer's aim. Set a 30-second time limit for this to encourage students to skim over vocabulary they do not know. Don't play the audio yet. It's an extra feature and ideas for using it are given at the end of the lesson.

#### ANSWERS

Text type: website

Reader: students aged 14–18 who would like to be a voluntourist

Writer's aim: to persuade readers to do one of the company's voluntourist programmes

3

- Ask students which tips in the **HOW TO** box they used to help them in Exercise 2b and encourage them to tick them.

4  1.20

- Ask students to read the text again more closely and complete the report form for Molly and Alex.
- Circulate and monitor students, helping if necessary.
- Copy two report forms onto the board and nominate different students to come up and write their answers.
- Find out from students if they have heard of similar voluntourist programmes.
- Ask some comprehension questions to check full understanding of the texts: *How old do you have to be to be a voluntourist? (14–18); How long do you usually go for? (2–4 weeks); What did Molly like best about her time in South Africa and why? (the people because they were always cheerful and ready to share food or tell stories); What does she miss most? (the children in the school where she worked); Why was Alex nervous? (he had never been abroad); Why didn't he feel homesick? (He made lots of new friends.)*

#### ANSWERS

##### Molly

Area: Mtubatuba, South Africa

Project: Worked in an activity centre

Project length: 4 weeks

How the programme has helped you: I learned that you don't need a lot of money or material goods to enjoy life.

##### Alex

Area: Boston, USA

Project: Helped elderly people with housework and shopping

Project length: 2 weeks

How the programme has helped you: I made new friends and have become much more confident.

#### Fast finishers

Ask fast finishers to find words in the text to match these definitions: *in or to a foreign country (abroad); people who let you stay in their home (host family); someone's feelings about something, shown by their behaviour (attitude); happy, friendly (cheerful); feeling sad and alone because you are far from home (homesick).*

### REACT

5

- Divide the class into pairs to discuss the questions.
- Lead an open-class discussion by inviting students to share their point of view and explain their reasons.

**GO BEYOND**

Ask students to underline the names of the six continents in the text and say which continent is missing.

**ANSWERS**

North America, South America, Africa, Asia, Europe and Australia. The missing continent is Antarctica.

**GO BEYOND FOR TEACHERS**

Continents

Depending on the convention used, there are six or seven continents. In some countries, students are taught to consider North and South America to be a single continent. Australia is sometimes referred to as Oceania, but not by its inhabitants.

**Recorded reading text** 1.20

The reading text is recorded as an extra audio track which can be exploited for various purposes.






In this lesson, you could use the audio to support less confident students the first time they read the text. Encourage them to read at the same speed as the audio then, if necessary, allow them to read again at their own pace.

**Homework**

Ask students to research a voluntourist programme they would like to go on and write about why it is interesting for them. In the next lesson, put students in small groups to share their ideas.

**GRAMMAR Present perfect**

Talk about how long something has happened

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Talk about natural disasters to introduce the theme of the lesson.
<b>READ</b>		Read an article about a family on a voluntourist holiday.
<b>STUDY</b>		Use the article to study and recycle knowledge about the present perfect with <i>ever/never, just/yet/already</i> and <i>for/since</i> .
<b>PRACTISE</b>		Complete an interview with the correct present perfect forms of verbs and adverbs. Answer the questions in the interview using <i>already, not yet</i> and <i>never</i> .
<b>WRITE AND SPEAK</b>		Ask and answer questions about activities you do regularly and say how long you have done these activities.

**Get started** 

Write these questions on the board and ask students to discuss them in pairs. Set a time limit of two minutes and give regular updates (one minute to go, etc):

- What are some different kinds of disasters?
- Do some natural disasters occur repeatedly in the same area?
- What's the difference between a hurricane and a typhoon?
- What's the difference between a hurricane and a tornado?
- Can you think of any famous natural disasters?

Ask students to discuss the questions in pairs.

Nominate different students to say their answers.

**SUGGESTED ANSWERS**

Avalanche, famine, tsunami, drought, earthquake, hurricane, tornado, typhoon  
 Natural disasters often occur repeatedly in the same area. If a storm forms in the Atlantic (ie the USA) or eastern North Pacific Ocean, it's called a hurricane. A typhoon is generally any storm that begins in the western North Pacific.  
 A hurricane is a large weather system and a tornado is a column of rotating air.  
 The earthquake near Fukushima, Japan in 2012; Hurricane Katrina 2005 in New Orleans, USA; Cyclone Yasi in Australia in 2011; Hurricane Wilma in Mexico and USA in 2005, etc.

**READ Grammar in context**

**1**

- Refer students to the photo and elicit what has happened. (The photo shows hurricane damage.)
- Ask students to read the article and say what volunteer activities the Rawlins family are doing and why.
- Elicit the American English word for *holiday* (vacation).
- Ask a few comprehension questions to check full understanding of the text: *How many homes were destroyed?* (300,000); *How many hours a day are they working?* (Eight hours a day); *Are they enjoying their holiday?* (They are having a fantastic time.)

**ANSWER**

They're rebuilding places in New Orleans that were destroyed by Hurricane Katrina.

**STUDY**

**2**

- Focus students on the explanations for the present perfect and ask them to underline examples of the three different uses of the present perfect in Exercise 1.
- Nominate students to read out the sentences.
- Read out the explanation of the form of the tense, referring students to the past participles in the list of irregular verbs on page 140 of the Student's Book.

**ANSWERS**

For past actions when we don't know the exact time: Since we've arrived ... I've had a fantastic time.

With *ever/never* for experiences in your life: I've never been on a trip like this before. Have you ever worked on vacation?

With *just/yet/already* for recent events: the city hasn't completed rebuilding work yet. We've already finished a playground and we've just started on a park project.

**Extra activity**

Students often get confused with the meanings of these common time adverbs. This is usually because in L1 a different structure from the present perfect is used to express these ideas.

Ask students to think about their timetable for the day and write sentences using *just/yet/already*, eg *I've just had maths. I haven't had science yet. I've already had English twice this week.*

**3**

- Ask students to underline *for* and *since* in Exercise 1.
- Ask them to complete the explanations with *for* and *since*. Then nominate a student to read out the completed grammar explanations.

**ANSWERS**

since for

**Extra activity**

To give students more practice understanding the difference between *for* and *since*, ask them to write two columns in their notebook with the headings *for* and *since*. Read out this list of time expressions and ask students to write them in the correct column:

*20 minutes, three days, 9am, four years, January, I left school, two centuries, 1600, Monday, a long time.*

Point out that *for* can be used with all tenses, whereas *since* can only be used with the perfect tenses.

Ask students to think of two more examples for each column and compare them in pairs before they write their examples in the correct columns.

**ANSWERS**

For: 20 minutes, three days, four years, two centuries, a long time  
Since: 9am, January, I left school, 1600, Monday

**PRACTISE****4a**

- Ask students to complete Ben's interview with the present perfect form of the verbs and the adverbs in brackets.
- Invite two students to read out the completed conversation. The rest of the class can listen and check their answers.

**ANSWERS**

- |                         |                        |
|-------------------------|------------------------|
| 1 Have you ever been    | 2 've already visited  |
| 3 Have you ever stayed  | 4 've never been       |
| 5 've slept             | 6 Have you ever worked |
| 7 haven't done that yet | 8 've just changed     |

**Extra activity**

Divide the class into pairs to practise the conversation.

**4b**

- Ask students to write their own answers to the three questions in Exercise 4a using *already, just, not yet* or *never*.
- Circulate and monitor, helping students if necessary.
- Encourage students to compare their answers in pairs before you check them in open class.

**Fast finishers**

Ask fast finishers to look at the text on page 18 and find seven examples of the present perfect tense.

Ask students to identify the different uses of the present perfect for each sentence and explain why they are used.

**ANSWERS**

You've probably heard of volunteers. Since 2001, *Holiday Help* has offered voluntourist programmes ... I've learned you don't need a lot of money or material goods to enjoy life. Since the trip I've felt much more confident. (past actions, don't know exact time)

I've just spent four weeks in Mtubatuba. I've been home for a week now but I haven't got used to it yet. (recent events)

I've never been abroad. (experience in life)

**5**

- Ask students to complete the visitor's form by writing the questions and completing the answers with *for* or *since*.
- Go through the first one in open class to check they understand, and point out the example answer.
- Encourage students to compare their ideas in pairs before you check them in open class.

**ANSWERS**

- have you spent your holidays in Westbourne?; *since*
- have you stayed at the Beach Campsite?; *for*
- have you been here?; *since*
- have you had good weather?; *since*
- have you looked forward to this holiday?; *for*

**WRITE AND SPEAK****6a**

- Ask students to work individually to write five activities they do regularly. Before they start, draw students' attention to the example sentences. Then divide the class into pairs to exchange lists with their partner.

**6b**

- Encourage students to ask each other how long their partner has done the activities on the list and take it in turns to answer each other's questions. Before they start, invite one pair to read out the model conversation.

**6c**

- Invite students to tell the class one interesting thing about their partner.





**Homework**

Ask students to write six sentences about themselves with *already, just* and *yet*. Ask them to write one false sentence. At the beginning of the next class, students read out their six sentences to their partners for them to decide which sentence is false.

## LISTENING AND VOCABULARY Around the world

Listen for the information you need

Page 20

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle the present perfect with <i>already, yet, just, since, for, ever</i> and <i>never</i> .
SPEAK AND LISTEN		Talk about favourite ways to travel and the positive and negative aspects of travelling by sea. Listen to a video blog about a boy who is sailing around the world with his parents. Practise understanding the main ideas and extracting specific information when listening.
REACT		Discuss the good and bad things about living on a boat and homeschooling.
WORK WITH WORDS		Complete a map and an online ticket with travel words. Create your own online ticket and ask questions to find out the details of your partner's journey.

### Get started

Play a game of *Three in a Row* (see Games page 33) with the grid below. To win a square, teams take it in turns to choose a square and make either a positive sentence (✓), a negative sentence (✗) or a question (?) with the indicated adverb and the correct form of the present perfect.

already ✓	yet ?	just ✓
never ✗	ever ?	since ✓
for ✗	not yet ✗	for ✓

### SPEAK AND LISTEN

- Divide the class into pairs to take it in turns to ask and answer the questions. Set a time limit of three minutes.
  - Invite different students to report their partner's answers.
- Refer students to the photo and the start of Oscar's blog. Ask them to read it quickly to find out why he's writing it.

#### ANSWER

His family are sailing around the world on a boat for two years.

#### 3a

- Elicit ideas from students about how they can understand main ideas and specific information when they do a listening activity in class.
- Ask students to read the tips in the **HOW TO** box. Invite a volunteer to read them out.

#### 3b 1.21

- Explain to the students that they are going to listen to Oscar's video blog.
- Before you play the track, ask students to read the questions. Remind them that in the first listening, they should listen for the main ideas only and note down answers to the questions. In the second listening, they should then add details to their answers.
- Play the track twice for students to listen and answer the questions as indicated.

#### ANSWERS / AUDIO SCRIPT 1.21

- They're getting ready for their departure to Australia. They're buying food and getting fuel for the boat and the cooker.
- He's looking forward to it. He thinks it's amazing to see water everywhere, but he thinks a boat can be a bit small when you can't get away from the other people.
- He does homeschooling with his dad; he reads something and writes about it.
- He fishes and then he helps with dinner.
- He's meeting his friend Callum and his family.
- They're going to take the train to Sydney with Callum's parents and they're going to spend a few days there.

'Hi everyone. We're in a harbour in Tahiti now but our next destination is Australia. Tomorrow we leave for Brisbane, so we're getting ready for our departure. Today we're going to buy food and get fuel for the boat and the cooker.

I'm looking forward to being on the ocean again. It's always amazing to just see water everywhere you look. Especially when you sit outside on deck at night and there's a full moon ... that's so cool. But it's also great to just go on land when you want. A boat can be a bit small when you spend *all* your time ... you know, 24/7 ... with your family and you can't get away. Sometimes I just need a bit more personal space! We'll probably be at sea for nearly two weeks this time. We've had good weather for weeks but unfortunately the hurricane weather starts soon, so we're likely to have some storms. That might mean a change in the route that we take and a delay in our arrival date. I'll keep you posted. Bye!

'Hi everyone. Now I'm at sea, I have homeschooling with my dad every morning as usual. Basically he just gives me some books, tells me to read something and then write about it. In the afternoon I usually fish and then help with dinner. I like cooking but I hate doing the washing up. People forget that when you're on a boat, you still have to do stuff like that. And we don't have a dishwasher!

We'll be in Brisbane in five days. We're meeting my friend Callum and his parents who are going to be on holiday there. I've known Callum for years, so it'll be great to see him. Sometimes I really miss my old friends. Callum, his parents and I are going to take the train down to Sydney and spend a few days there ... it'll be cool to be a train passenger for a change!

OK, time to go! Check back soon!

#### 4

- Ask students which tips in the **HOW TO** box they used to help them in Exercise 3b and encourage them to tick them.

**REACT**

5

- Divide the class into pairs to ask and answer the questions. Encourage students to explain their reasons.
- Invite students to share their ideas with the class. Start a class discussion by asking other students if they agree or have anything to add to the answers.

**WORK WITH WORDS**

6 1.22

- Encourage students to complete the labels on the map and the online ticket with words from the box.
- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat.

**ANSWERS / AUDIO SCRIPT**

1.22

a route   b destination   c departure   d arrival   e connection  
f delay   g passenger   h reservation   i seat   j fare

7a

- Ask students to work individually to make an online ticket like the one in Exercise 6, changing the journey details. They can add as much artistic detail as they like! They shouldn't show their partners at this point.

7b

- Divide the class into pairs to ask and answer questions about the details of their partner's journey and make notes.
- Ask students to join up with another pair to tell them about their partner's trip and say whether they think it's interesting, expensive or complicated.

**Alternative procedure: less confident classes**

In a less confident class, brainstorm all the questions that students will need to ask and write them on the board: *What is the destination? What is the route to get there? What is the departure time? What time do you arrive? Do you have to make a connection? Are any delays expected? How many passengers are there? What are your seat numbers? How much does the trip cost?*

Ask students to do the activity first with the partner they are sitting next to and then repeat the activity with a different partner. The second time, erase the questions from the board.

**Extra activity**

Ask students to make a mind map with the key word *travel*. Encourage them to include the travel words from the unit so far with these different headings: *verbs, sailing, types of trip, travel items, methods of travel and words associated with travelling.*

**GO BEYOND**

Ask students to do the Go Beyond task on page 131.

**Homework**

Ask students to imagine they have been on the journey they planned in Exercise 7. Ask students to write a short text of about 100 words to describe the journey details and what happened on their journey.

**GRAMMAR The future**

Talk about events in the future

Page 21

STAGE	TIME	FOCUS
GET STARTED		Play a game to recycle travel words from the unit so far.
READ		Read a chat message and define an InterRail trip.
STUDY		Read explanations about future forms and find examples in a text.
PRACTISE		Practise the target language in written exercises and distinguish between the different future forms.
WRITE AND SPEAK		Talk about your plans and dreams for the future.

**Get started**

Play a game of *Hot seat* (see Games page 33). Use ten words from the unit so far, eg *backpack, voyage, crew, luggage, fare, route, vacation, sleeping bag, voluntourism, delay.*

**READ Grammar in context**

1

- Refer students to the photo and ask them to describe what they see.
- Ask them to read the chat message quickly to find out what an InterRail trip is. Set a time limit of one minute. Then nominate a student to say the answer.
- Ask some comprehension questions to check full understanding of the chat message: *Who is going on an InterRail trip? (Dan's big sister) What is her first destination?*

(Paris) *What time does she leave? (12 o'clock) How long is she travelling for? (a month)*

**ANSWER**

A trip by train around Europe, using a ticket which allows you to travel in 30 countries for one month.

**STUDY**

2

- Ask students to read the explanations about future forms and underline examples in the text in Exercise 1.
- Check answers in open class. As you do so, point out that in positive sentences with *will*, the adverb (eg *probably, definitely*) comes AFTER *will*. In a negative sentence, the adverb comes BEFORE *won't*.

## ANSWERS

Present continuous: *My big sister's starting her InterRail trip, she isn't travelling alone*

Present simple: *Her train to Paris leaves at 12 o'clock*  
*be + going to + infinitive: she's going to travel around Europe, What countries are they going to visit?*

*will/won't + infinitive: that'll be amazing, Will she be OK?, my parents will definitely phone her, They probably won't remember*

*be + likely to + infinitive: she isn't likely to have any problems, it's likely to be a lot*

### Extra activity

Ask students to write full positive and negative sentences with *will*, the verb *rain* and the given word.

*It / probably* ✓ X                      *It / definitely* ✓ X

*It / likely to* ✓ X                      *It / possibly* ✓

Then ask students to complete the table matching the approximate meaning of these future phrases.

### ANSWERS

It'll definitely rain.	100% chance of rain
It'll probably rain. It's likely to rain.	80%-95%
It'll possibly rain.	50%-80%
It probably won't rain. It isn't likely to rain.	5%-20%
It definitely won't rain.	0% chance of rain

## PRACTISE

### 3 1.23

- Explain to students that they are going to hear Sam telling a friend about the holiday he's going on. Elicit anything students may already know about the Trans-Siberian Railway.
- Ask them to choose the correct options to complete the conversation.
- Play the track for students to listen and check their answers.

### ANSWERS / AUDIO SCRIPT

1 're going    2 does your train leave    3 It arrives  
 4 Are other people going to sleep    5 likely to be  
 See Student's Book page 21 for audio script.



## GO BEYOND FOR TEACHERS

The Trans-Siberian Railway

This is the world's longest railway and is about 10,000km long. Stretching from Europe to Asia, it crosses 16 rivers and spans eight time zones. It is an example of tremendous human effort. It was built between 1891 and 1916 by convicts, soldiers and peasants who risked their lives in the extreme climate. It was an incredibly challenging project, cutting through forests, swamps and permafrost without the modern technology we have today.

### 4

- Ask students to read the quotes by students about their plans and dreams and write the correct future forms.
- Encourage them to compare their answers in pairs before you check them in open class. Elicit why each form was used for each question to help consolidate the rules.

### ANSWERS

2 starts    3 'm going to learn    4 'll/will definitely be  
 5 isn't likely to come    6 'll/will probably get

## WRITE AND SPEAK

### 5a

- Divide the class into pairs. Ask students to write three sentences about their plans and dreams using the time phrases given, without showing their partner.
- Circulate and monitor students, helping them if necessary.

### 5b

- Ask students to write three sentences predicting their partner's future, using their own ideas.

### 5c

- Draw students' attention to the model conversation. Ask them to take it in turns to tell their partner their ideas.
- Ask students to exchange sentences from Exercise 5a to see if any of their predictions were correct.
- Elicit some examples of correct predictions in open class.






### Homework

Ask students to write sentences with different future forms including these words or phrases: *Polar bears / become extinct; School / Friday; Marry; Fish for supper / tonight; Pass / English exam; Use mobile / tomorrow; Dark sky / rain; Party / this weekend; Watch TV / internet.* At the beginning of the next class, students compare their sentences with a partner.

## LANGUAGE & BEYOND RESPECT OTHERS

### Respect other people's personal space

Page 22

STAGE	TIME	FOCUS
GET STARTED		Introduce the theme of personal space and differences between cultures.
READ		Read an article about personal space and compare your feelings about being in closed spaces with the class.
DO		Carry out a task to test your awareness of personal space.
REFLECT		Reflect on your own ideas about personal space and how you protect it.
EXTEND		Talk about your own behaviour and if personal space is important to you.



## LIFE SKILLS

**RESPECT OTHER PEOPLE'S PERSONAL SPACE**

Speaking good English does not always guarantee effective communication because non-verbal factors such as an awareness of personal space also affect communication. Between different cultures, ideas about personal space can vary. What's polite and acceptable in one culture can be considered rude, unacceptable or confusing in another.

In this lesson, students are made aware of their own behaviour and they reflect on how different people have different ideas about personal space. This is important when establishing good relationships at both a social and professional level. By interpreting body language correctly, they can increase their comprehension and expression, hold their listener's attention and be more successful in the communication process.

**Get started** 

Write the words *personal space* on the board and ask students to think of situations where there is a small amount of personal space (*on a crowded train, in a queue, in a lift, in crowds at concerts, etc*). Ask students how they feel in these situations.

Write these statements on the board: *Two boys usually get closer together when they talk than two girls. People in China and India need a lot of personal space. People in South America or Southern Europe need less personal space than people in North America and Northern Europe.*

Divide the class into pairs to discuss if they think these statements are correct or incorrect and say why. Set a time limit of two minutes. Put some expressions on the board to help students, eg *I think that the first statement is correct/incorrect because ... ; I agree/don't agree with you; I'm not sure.*

Invite students to share their ideas in open class. Then ask them to check their answers in the article on page 22.

**READ****1**

- Ask students to look at the picture and say what they think it shows. Refer them to the introduction to the article to check their answer.

**2**

- Ask students to read and choose the correct options for themselves. Review the meaning of *I don't mind* (I don't feel upset or unhappy about something).
- Invite students to raise their hands for their chosen option to compare their answers with the rest of the class.
- Encourage students to think of recent examples when they have been in these situations and describe how they felt.

**DO****3**

- Divide the class into groups of three to read and follow the instructions in order to measure their own personal space.
- Invite groups to share their findings in open class in order to compare them with the rest of the class.

**GO BEYOND FOR TEACHERS** 

## Social distances

Social distances vary from person to person, but there is a good general rule that Hall (1966) identified for Americans:

**Public Zone:** 3 metres - When we are walking behind someone in town, we try to keep a 3m distance from them.

**Social Zone:** 1.5m-3m - When someone moves into the social zone, we start to feel a connection with them.

**Personal Zone:** 0.5m-1.5m - In the personal zone, the conversation gets more direct.

**Intimate Zone:** 0.5m or less - When a person is within arms' reach or closer, we can look them in their eyes. This can be either romantic or threatening!

**REFLECT****4**

- Focus students on the **REFLECTION POINT** and have a class vote on whether they agree or not. Draw students' attention to the expressions in the **PHRASE BYTES** box and encourage them to use these to help structure their discussions.
- Lead a class discussion of the questions one by one, nominating different students to share their answers.

**GO BEYOND FOR TEACHERS** 

## Personal space

By respecting personal space, students can create a positive impression. Remind students that within the first 60 seconds of meeting somebody, you have formed an impression about what type of person that person is, and 55% of this will be based solely on body language. This is important when students go to a job interview when the interviewer is judging what kind of employee you would make from the minute you walk in the door.

In the classroom, as teachers, we also need to be aware of personal space. Bend down to the student's level as much as possible and always try to speak to students eye to eye. In a student-centred classroom, we should be moving around the classroom listening, making sure students are on-task and clarifying any questions or concerns.

**Extra activity**

Write these quotes on the board. Divide the class into pairs to discuss what advice they would give.

- My friend gets too close when she talks to me. I don't know what to do.
- Every morning I get on a crowded train. My hands sweat and I feel nervous.
- I have a Japanese friend who doesn't like me standing close to her.
- At an interview, I shake hands with the person who's interviewing me but then I'm too close.

**EXTEND****5a**  1.24

- Explain to students that they are going to listen to sentences about areas of personal space and they should write *agree, disagree* or *not sure* for each statement.
- Play the track, pausing after each sentence for students to write their response.

**AUDIO SCRIPT** 1.24

- My bedroom is my space. My family should only come in when I allow them.
- My diary or journal is for my eyes only. Nobody else should read it.
- My phone messages are private. Nobody should read them.
- My social media page is for me and my friends - not for my parents.
- My parents don't need to know where I go and what I do with my friends.

### Alternative procedure: less confident classes

Less confident students will probably feel uncomfortable discussing these sentences if they don't see them written down. Ask students to note down any words they hear the first time they listen. Encourage them to compare their answers in pairs to try and reconstruct whole sentences. Play the track again for students to try to complete their sentences. Ask five students to come up and write the sentences on the board to check.

### 5b

- Divide the class into pairs to compare their answers and explain any differences to each other.

- Ask students to present their opinions to the class and hold a class discussion to close the lesson. You could ask some opening questions to start the discussion, eg *Do you keep a diary? Do you feel that your bedroom is your own private space? Is it right for parents to look at their children's emails and messages? Do you tell your parents where you are going when you are going out?*





### Homework

Ask students to write a short text of approximately 150 words on personal space, based on their answers in Exercise 5b. In the next lesson ask them to compare their texts with a partner.

## SPEAKING At the airport

### Check in at the airport

Page 23

STAGE	TIME	FOCUS
GET STARTED		Recycle vocabulary and present new words for talking about travelling by plane.
SPEAK		Discuss the best way to get to the airport near your home and talk about your experiences at an airport. Learn words to describe places in an airport.
WATCH OR LISTEN		Watch or listen to a scene at an airport. Work on important phrases when you check in at the airport and recycle ways to check you understand.
ACT		Role-play a conversation at a check-in desk.

### Get started

Write the following sentences on the board. Point out that they are all associated with travelling by plane and ask students to complete them with the correct verb.

- The plane \_\_\_\_\_ at your destination.
- You \_\_\_\_\_ your luggage if you haven't done this electronically.
- The plane goes down the runway and \_\_\_\_\_.
- You \_\_\_\_\_ your seat belt and switch off your mobile phone.
- You \_\_\_\_\_ at the airport at least two hours before your flight.
- You \_\_\_\_\_ passport control and \_\_\_\_\_ your passport.
- You \_\_\_\_\_ the correct gate and then you \_\_\_\_\_ your flight.

Nominate different students to come up to the board and complete the sentences.

Divide the class into pairs to put the sentences in a logical order. Check answers in open class and encourage students to think of other words associated with flying and being at an airport.

### ANSWERS

1 arrives/lands 2 check in 3 takes off 4 fasten  
5 arrive 6 go through/pass through; show  
7 go to/walk to; get on/board  
Correct order: 5, 2, 6, 7, 4, 3, 1

### SPEAK

- Divide the class into pairs to discuss the questions.
  - Choose different students to explain how to get to the nearest airport from their homes and say how many times they have been to the airport.

### 2

- Refer students to the airport signs for them to match with the correct activities 1–6.
- Encourage them to compare their answers in pairs before you check them in open class.

### ANSWERS

2 c 3 a 4 f 5 d 6 b

### WATCH OR LISTEN


### 3 1.25

- Play the scene for students to watch or listen and decide where Bella is and what other places in an airport are mentioned.
- Play the scene again for students to check their answers. Nominate a student to say the answers.
- Ask some comprehension questions to check full understanding of the conversation: *Where is Bella flying to? (Rome); How many bags is she checking in? (One suitcase); Does she have any sharp objects in her hand luggage? (Yes, she has a pair of scissors); What does she do with them? (She puts them in her suitcase).*

### ANSWERS / VIDEO/AUDIO SCRIPT

  1.25

Bella is at the check-in desk.  
Departures and Gate 30 are also mentioned.  
See Student's Book page 23 for audio script.

- 4  1.26
- Refer students back to the conversation in Exercise 3 and ask them to underline the sentences and phrases for situations 1–4.
  - Play the track for students to listen and check.
  - Play the track again for students to listen and repeat. Ask students to circle the stressed words in each sentence.

**ANSWERS / AUDIO SCRIPT**


 1.26

- I'd like to check in for the flight to ...
- Here you are.
- I have a backpack.
- Which gate number is it?

**Extra activity**  1.25

Ask students to read out the conversation in pairs. Play the scene again for students to listen and pay special attention to the intonation and to stressed and unstressed words. Drill the sounds as a class.

- 5a
- Ask students to read the tips in the **HOW TO** box. Invite a volunteer to read them out.


- 5b  1.27
- Ask students to cover the conversation and try to complete phrases 1–4 from the conversation.
  - Encourage students to compare their answers in pairs before you play the track for them to listen and check.
  - Play the track again for students to listen and repeat.

**ANSWERS / AUDIO SCRIPT**

 1.27

- Sorry, I don't understand.
- Sorry, I didn't hear that.
- Could you repeat that, please?
- Can you say that again, please?

**ACT**

- 6  1.28
- Divide the class into pairs to role-play the situation as described in the instructions: Student A is at the check-in desk (Assistant) and Student B wants to check in (Traveller).

- Ask the 'travellers' to first decide where they are flying to, how much luggage they have and if they have any sharp objects in their hand luggage.
- Play the track with the phrases from the **PHRASEBOOK** box and encourage students to use these phrases when acting out their conversation.
- Suggest to the 'travellers' that they check their understanding at different points in the conversation by using the **PHRASEBOOK** expressions.
- Invite students to join up with another pair to present their conversations.

**Alternative procedure: Less confident classes**

In less confident classes, students may need to practise the conversation in a more structured way. Copy this structure onto the board and elicit key sentences for each stage, writing them on the board. Ask students to act out the conversation in pairs. Then ask them to form different pairs and try to perform the conversation without looking at the board.

**Traveller**

- Greet / Say destination
- Give passport
- Describe luggage to check in
- Describe hand luggage
- Say yes/no
- Gate number?
- Check you understand

**Assistant**

- Passport?
- Check in luggage?
- Hand luggage?
- Sharp objects?
- Yes – in suitcase.
- Give boarding pass
- Say gate number
- Repeat gate number







**Homework**

Ask students to investigate different ways to get to the airport(s) in their town or area and write a short text about the different methods of transport and how much each one costs. Have a class vote on the best method in the next class.

**WRITING Wish you were here**

Use correct verb tenses

Page 24

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Brainstorm words connected to holidays and holiday activities and play a game to introduce the theme of the lesson.
<b>SPEAK AND READ</b>		Talk about when you send postcards and who you receive them from. Read a postcard and match pictures to the text. Discuss how to use correct verb tenses in a postcard.
<b>PRACTISE</b>		Write sentences from another postcard in the correct tense.
<b>PLAN</b>		Make a plan to write a holiday postcard.
<b>WRITE AND CHECK</b>		Write the postcard and check you have covered the points in the plan.
<b>SHARE</b>		Swap your postcard with a partner to decide whose trip sounds most interesting.

## Get started

Play a game of *A-Z List*. Divide the class into small teams to write an A to Z list of words connected to holidays and holiday activities (except *u* and *z*). To make this game more challenging, tell students that in order to get a point, they must say both a word with the correct letter and identify the part of speech (noun, verb, or adjective). Set a time limit of five minutes. Use this opportunity to recycle vocabulary students will need in the lesson. Invite the teams to say their words beginning with the successive letters in the alphabet. Teams win an additional point if they say a word that no other group has written.

### Alternative procedure: more confident classes

Play the *A-Z List* game in the same way but ask them to say a noun, a verb *and* an adjective for each letter, and give them a point for each one they can say successfully.

## SPEAK AND READ

1

- Divide the class into groups to answer the questions.
- Nominate different students to share their answers.

2

- Ask students to read Vik's postcard and tick the correct picture for each category.
- Encourage students to compare their answers in pairs before you check them in open class.
- Focus students on the **Get it right** box and ask them to write an example sentence for each word.

### ANSWERS

Journey: c    Campsite: a    Weather: b    Food: a

3a

- Encourage students to read the tips in the **HOW TO** box. Invite a volunteer to read them out loud.

3b

- Ask students to look at Vik's postcard and underline examples of seven different tenses. Encourage them to identify the tenses. (See Tips page 29)
- Encourage them to compare their answers in pairs before you elicit them in open class.
- Ask different students around the class to read out their sentences to peer check their answers. Point out that there are several different sentences for most of the tenses.

### SUGGESTED ANSWERS

We've been in Spain for three days now. (present perfect)  
I'm having a fantastic time. (present continuous)  
The journey was terrible. (past simple)  
I was getting really tired of waiting. (past continuous)  
But our campsite is brilliant. (present simple)  
We're going to do some sightseeing. (going to future)  
I think it'll be exciting. (will future)

## PRACTISE

4

- Ask students to write the sentences in the correct tenses, using the tips in the **HOW TO** box to help them.
- Circulate and monitor students.
- Check answers in open class.

### ANSWERS

1 got    2 play    3 haven't played    4 are going to watch  
5 is raining    6 will stop

## PLAN

5

- Explain to students that they're going to write a holiday postcard. Ask them to think about their ideal holiday.
- Focus their attention on the **Writing plan** and go through the structure of the postcard with them.
- Give them 10 minutes to write their ideas for their plan. Circulate and help students if necessary.

## WRITE AND CHECK

6

- Ask students to use their plan and the model to help them write their postcard using as wide a variety of tenses as possible. Remind them to make sure they are using the correct form of each verb. Set a time limit of 10 minutes.
- When students have finished writing, encourage them to check their work.

## SHARE

- 7 Ask students to swap their postcard with a partner and decide whose trip sounds most interesting.

### Alternative procedure: more confident classes

Ask students to write their postcards on separate sheets of paper. Then ask them to draw a picture that represents the description of their ideal holiday. Collect in the postcards and pictures and redistribute them in groups of six. Ask students to read the postcards and match the descriptions to the pictures.

## Homework

Draw students' attention to the first part of Vik's postcard and elicit what went wrong at the beginning of the holiday. Ask students to write a postcard about the worst holiday they can imagine. Ask them to describe what went wrong on the journey, at the campsite/hotel and with the weather and food. Ask students to swap their postcards with a partner at the beginning of the next lesson and decide whose trip sounds worst.

## VOCABULARY Travel items

1

- Refer students to the picture and ask them to describe where the boy is and what his problem is (*he is picking up his luggage from baggage claim and his suitcases are very heavy*). Ask students if they know what the maximum weight is for luggage on most flights (about 23kg) and elicit which items can be very heavy (*books, toiletries, shoes, etc*). Explain to students that the conversation is between the boy and the teacher and they're going on a school trip.
- Ask them to complete the conversation with the correct words, pointing out that the first letter of each word is given.
- Check answers in open class.

### ANSWERS

1 suitcases 2 backpack 3 sleeping bag  
4 toothpaste/toothbrush 5 toothbrush/toothpaste  
6 hairbrush 7 shampoo 8 boarding pass(es)  
9 visa 10 scissors 11 passport 12 wallet

## Travel

2

- Explain to students that the travel plan gives details on how to get to Berlin. Ask students what they know about Berlin and what they can visit there, eg The Berlin Wall, The Brandenburg Gate, Checkpoint Charlie, the Reichstag, Berlin Zoo, Pergamon Museum, etc.
- Ask students to choose the correct options to complete the travel plan. Allow three minutes.
- Encourage students to compare their answers in pairs as they finish. Then nominate different students to read out their answers.
- Encourage fast finishers to underline the stressed syllables in the nouns.

### ANSWERS

1 delays 2 reservation 3 seat 4 departure  
5 passengers 6 arrival 7 connection  
8 destination 9 route 10 fare

## Extra Resources

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- the Speaking section of the Progress Check 1&2
- a downloadable Project linked to Units 1–2
- downloadable audio and audio scripts for the Student's Book and Workbook
- videos and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- a life skills lesson, with full teacher's notes
- Speaking Database materials
- the *Beyond* B1 wordlist
- test generator for Unit 2 testing materials (all skills)
- tips for using the Grammar Database
- and more!

Go to the Workbook pages 16–27 for further practice material.

## GRAMMAR Present perfect

3

- Ask students where Luke and his classmates are. (They're visiting the Egyptian section of a museum.)
- Write the words *for* and *since* on the board and elicit when we use each one (*for* = period of time, *since* = a specific point in the past).
- Ask students to complete the conversation by writing the verbs in brackets in the present perfect and choosing *for* or *since*.
- Check answers in open class.

### ANSWERS

1 's/has been 2 since 3 've/have worked 4 for  
5 For 6 has wanted 7 've/have just decided  
8 hasn't taken

## The future

4

- Ask students to read the initial sentences and choose the teacher's next sentence (A or B) in each case.
- Nominate different students to read out their answers, inviting the rest of the class to help you correct any errors.

### ANSWERS

1 A 2 A 3 B 4 B 5 A 6 B