

1 Travel time

AfL Activity

Pupils' own answers

Activity 1

1 a 2 h 3 j 4 c
5 b 6 l 7 k 8 d
9 e 10 g 11 f 12 i

1 Travel time

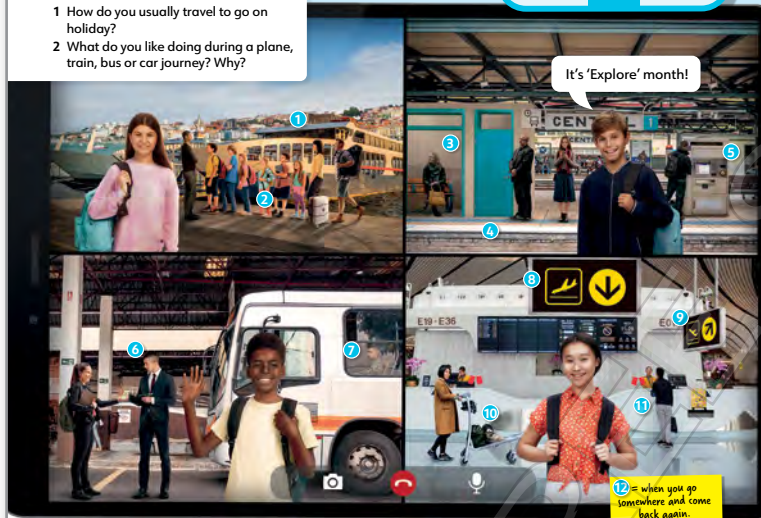
Lesson 1 Vocabulary 1

What do you know?

- How do you usually travel to go on holiday?
- What do you like doing during a plane, train, bus or car journey? Why?

UNIT OBJECTIVES

- Talk about travelling
- Talk about experiences in the past and present
- Read a realistic fiction story
- Read and reply to an email from a friend
- Have a conversation with an old friend



1 Match the words to the photos. Then listen, check and repeat.

a ferry b ticket machine c platform d arrivals e departures f check-in desk
g trolley h queue i trip j waiting room k passenger l ticket collector

2 Work in pairs. Take turns to describe a place from Activity 1 for your partner to guess.

I can see a ticket collector, passengers and a bus. Where am I?

You're at a bus station.

3 Think. Answer the questions.

- Look at the place each club member is at. Which do you want to go to most? Why?
- What are the advantages and disadvantages of travelling by ferry, train, bus and plane?

10

Key learning outcome: Identify and use words to talk about travelling

Activity Book, p.10

1 Travel time

Lesson 1 Vocabulary 1

1 Find and write eight travel words.

1	2	t	r	i	p	r	e	n	t	s	o
		e	p	l	a	t	f	o	r	m	d
platform	queue	s	i	p	s	a	m	p	o	r	a
		s	f	o	s	t	e	a	l	a	r
		q	a	f	e	r	r	y	l	e	r
		u	q	u	n	i	l	l	e	n	i
		a	u	m	g	o	i	c	y	o	v
		n	e	b	e	i	n	h	e	r	a
		e	u	h	r	n	g	e	d	a	l
		d	e	p	a	r	t	u	r	e	s

3 arrivals 4 trolley

5 passenger 6 ferry

2 Write the words. There are two words you don't need.

arrivals departures trolley trip passenger platform
ticket machine ticket collector check-in desk ferry waiting room

One thing that you use for your luggage in an airport or station: 1 trolley

One place where you can buy your ticket in a station: 2 ticket machine

Two places where you can wait for a train in a station: 3 platform

4 waiting room

Two people: 5 passenger 6 ticket collector

Three places in an airport: 7 check-in desk 8 arrivals

9 departures

3 Write answers for you.

Do you prefer ...

1 waiting in arrivals or departures at an airport? Why?

2 waiting in a waiting room or on the platform at a station? Why?

3 carrying your luggage or using a trolley? Why?

Pupils' own answers

10

I can write about travelling



Objectives: Identify and use words to talk about travelling

Vocabulary: arrivals, check-in desk, departures, ferry, passenger, platform, queue, ticket collector, ticket machine, trip, trolley, waiting room

Materials: Classroom Presentation Kit, Flashcards

Optional: Travel brochures and pictures from your holidays

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 10

✓ What do you know?

Follow the **Assessment for learning routine** on p. 17.

1 1.1 Match the words to the photos. Then listen, check and repeat.

Follow the **Vocabulary presentation routine** on p. 17.

1 ferry 2 queue 3 waiting room 4 platform
5 ticket machine 6 ticket collector 7 passenger
8 arrivals 9 departures 10 trolley
11 check-in desk 12 trip

Engage If you brought the suggested optional items, show them to the class. Which holiday would they most like to go on? Hold a class vote. Show images from the brochures (one by one) and ask pupils to raise their hands for their favourite. Count hands to see which holiday is most popular. If you don't have brochures, find images of holidays online and display on the board for pupils to vote for their favourite.

2 Work in pairs. Take turns to describe a place from Activity 1 for your partner to guess.

Follow the **Vocabulary practice activity routine** on p. 17.

Before starting this activity, check the pronunciation and lead a drill of any difficult words (e.g. the *t* in *departures* may cause difficulties, so model the 'ch' sound).

Support Pair less confident pupils with someone more confident, and ensure that the confident partner goes first to demonstrate the activity.

3 Think. Answer the questions.

Follow the **Vocabulary practice activity routine** on p. 17.

Reach higher If time allows, pupils can answer further questions, such as:

What are the disadvantages of lots of people travelling to popular places?

How is travelling bad for the environment?

Write these questions on the board for early finishers to answer.

Activity Book, page 10

1 Find and write eight travel words.

Encourage pupils to remember the words and refer them to Activity 1 on Pupil's Book p. 10 for help with spelling. If you have time, play some games with the vocabulary in Activity 1 to reinforce the vocabulary and to encourage pupils to use the Pupil's Book as a resource to help with remembering vocabulary and spellings. For example, put pupils into pairs. Ask one of them to read out all the words in the vocabulary set, except for one. Their partner should listen carefully and say the word that has been missed out.

Reach higher After finishing the activity, pupils who are more confident with the vocabulary can scramble three or four of the words (writing them in their notebook) and give them to a partner to unscramble.

Support Show pupils who need more support each picture flashcard in turn and elicit the corresponding word. Display the picture cards on the board with the corresponding word cards next to them for reference.

2 Write the words. There are two words you don't need.

Support As you monitor, tell pupils who need more support which two words aren't needed.

3 Write answers for you.

Reach higher Ask early finishers to write sentences explaining why they *don't* prefer the other options for numbers 1–3. For example, *I don't like waiting in arrivals because sometimes planes are delayed and I have to wait a long time!*

Closing routine

Do Communication routine 4 on p. 32.

Activity 1

Elena went on a ferry from Spain to England.

Activity 2

- 1 I've lived in Sydney for five years. / We've visited them every year since then.
- 2 I haven't done a long-distance train trip before. / I haven't been on a long train journey.
- 3 We lived in Adelaide. / I went on a ferry from Spain to England.

1 Listen and read. Where did Elena go last year?

- E: Hi, Mason! Where are you? Are you on a train station platform?
 M: Yes, I'm in a queue for the ticket machine. We're going to visit my grandparents in Adelaide. I've lived in Sydney for five years, but before that we lived in Adelaide.
 E: Cool!
 M: We've visited them every year since then. We usually travel by plane, but this time we're going by train. I haven't done a long-distance train trip before. I'm so excited! I want to do my 'Explore' project about this trip.
 E: How long is it by train?
 M: Over 24 hours.
 E: That's long! I haven't been on a long train journey, but I went on a ferry from Spain to England last year and it took about 24 hours too.



2 Look at the examples in bold in the dialogue. Find one example for each of these uses.

- 1 The present perfect for an action that started in the past and continues in the present.
- 2 The present perfect for an experience in someone's life up to now.
- 3 The past simple for an action that happened in the past.

3 Listen and follow. Then make your own sentences. Grammar reference, p.118

Present perfect and past simple

I / You	have / has	done	travelled	to Sydney	for two weeks.
She / He	hasn't / hasn't	been	been	a long-distance train trip	with my family.
We / They	went			to Australia	in 2022.
	didn't go			on a ferry	before.
					since January.

Look

What verb form comes after **have**?
 I **haven't been** to Australia.

The past participle

4 Talk Partners Play a card game in pairs. Go to Activity Book, p.129



Activity Book, p.11

Key learning outcome: Talk about past actions and experiences using the present perfect and past simple

> 11

1 Read and circle.

- 1 I **ve been** / went on two long-distance train trips since last year.
- 2 I **ve travelled** / travelled from Barcelona to Paris in June.
- 3 I **didn't go** / haven't been to another country before.
- 4 I **went** / have been to Melbourne for a month in 2018.
- 5 I **ve done** / did three school trips since last year.
- 6 I **didn't speak** / haven't spoken any English when I was in London.

2 Complete the email. Use the correct forms of the present perfect and past simple.

Hello Elena,

I¹ arrived (arrive) in Adelaide on Friday. The train trip² was (be) fun but really tiring - I³ didn't sleep (not sleep) at all! Since we arrived, we⁴ ve/have met (meet) lots of members of my family here - my grandparents, aunt and uncle and four cousins. And we⁵ ve/have done (do) some really cool things. On Saturday, we⁶ went (go) to the Mega Adventure Centre and we⁷ climbed (climb) on the huge climbing course. It⁸ was (be) amazing! On Sunday, we're going to visit a huge aquatic centre. I⁹ haven't been (not go) to one before - I'm so excited! There are lots of things we¹⁰ haven't done (not do). Maybe we'll go to the beach tomorrow! Are you having a good holiday too? Write back soon!

From Mason

3 Exam practice For each question, choose the correct answer.

1 Hi Maria! We've been on holiday for three days and the weather has been worse than I expected. I brought clothes for sunny weather, but we've had rain for the whole time! Ryan

- A It has been sunny on Ryan's holiday so far.
 B Ryan brought the wrong clothes on holiday.
 C Ryan has had sunny and rainy weather on his holiday.

2 The ticket office is closed. If you haven't bought your ticket online, you must get one from the ticket machine on the platform.

- A You can't buy tickets online.
 B You can buy tickets from the ticket office.
 C You can buy tickets on the platform.

3 **Subject: School trip**
 Some people haven't paid for the ferry trip yet. You will lose your place if you don't bring the money to the office by Thursday.

- A You can't go on the trip if you don't pay.
 B You don't have to pay for the trip.
 C You didn't pay for the trip so you can't come.


I can write about past actions and experiences using the present perfect and past simple

> 11

Objectives: Talk about past actions and experiences using the present perfect and past simple;
Exam practice: B1 Preliminary for Schools Reading, Part 1

Grammar: Present perfect: *I have been to Australia with my family.*; Past simple: *He went on a ferry in 2022.*

Recycled language: *ferry, platform, queue, ticket machine, trip, waiting room*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Optional: Pictures of a map of Australia, France and USA from the internet

Opening routine

To **energise** the class, do Communication routine 2 on p. 32.


Pupil's Book, page 11

1 1.2 Listen and read. Where did Elena go last year?

Follow the **Grammar presentation routine** on p. 19.

2 Look at the examples in bold in the dialogue. Find one example for each of these uses.

Follow the **Focus on meaning and use routine** on p. 19.

 Ask pupils how the present perfect is formed in their own language. Is it similar or different to in English?

3 1.3 Listen and follow. Then make your own sentences.

Engage Say sentences and ask concept questions to check pupils' understanding. Pupils put both thumbs up for *Yes* and tap their shoulders for *No*. Point to each use in Activity 2 as you say them to help guide pupils.

I have been to Sydney before. Does this sentence describe an experience in someone's life up until now? (Yes)

She has been on a ferry before. Does this sentence describe an action that started at a specific time in the past? (No)

I have done a long-distance train trip. Does this sentence describe an action that happened over a period of time? (Yes)

He went on a ferry in 2022. Does this sentence describe an action that was completed in the past? (Yes)

Look Ask pupils if they know where they can find a list of irregular past participles (Pupil's Book, p. 127).

Follow the **Controlled grammar practice routine** on p. 19.

1 *I have been to Australia with my family.*

2 *We haven't done a long-distance train trip before.*

3 *We went to Sydney for two weeks.*

4 **Talk Partners** Play a card game in pairs.

Follow the **Communicative practice routine** on p. 19. Divide the class into pairs and have pupils cut up one set of Unit 1 cutouts between the two of them. Review the instructions with the class and point out the example in the Pupil's Book.

Classroom management tip

To ensure pupils start this activity at the same time, give pupils two minutes to prepare. In this time, they need to find the correct cutouts, cut them out, place their cards on the table, and sit next to their partner. After two minutes, check everyone is ready and then they can start the game.

Follow the **Assessment for learning routine** on p. 19.

Activity Book, page 11

1 Read and circle.

2 Complete the email. Use the correct forms of the present perfect and past simple.

Reach higher Ask early finishers to write a reply email as Elena. Ask them to write at least two examples of the present perfect and two of the past simple in their email.

3 **Exam practice** For each question, choose the correct answer.

Exam tip

B1 Preliminary for Schools Reading, Part 1

In this task, pupils have to read five real-world messages and other short texts for the main message. Tell pupils that they do not need to understand every word, but that they need to understand the main meaning.

Closing routine

Do Mindfulness routine 4 on p. 32.

Activity 1

Pupils' own answers

Activity 2

They are doing a long walk in a forest at night.
(They have to find their way back to the camp by themselves.)

Lesson 3 Reading

Before you read

- 1 Think and discuss.
 - 1 Have you ever been on a journey at night? Did you like it?
 - 2 How do you feel about being outside in the dark?
- 2 Look at the title of the story and the pictures. What do you think the characters are doing? Read and check.

THE LAST NIGHT AT CAMP

It was Mateo's last night at his summer camp in the Netherlands. This week has been so good, Mateo said to his friends Jasmin and Noah. 'We've done some amazing things! But I miss playing video games and I haven't had a shower for five days!' Jasmin laughed. 'Yes, but the best activity is tonight – the night walk!' 'The best? I don't think so!' said Mateo. 'I don't like the dark! And it's so far to walk!' 'But everyone at summer camp takes part in the night walk. It's a tradition!' replied Jasmin. 'We'll love it!'

Later that afternoon, Finn, the camp leader, gave instructions. 'At ten o'clock tonight, we'll drive each group to a different point in the forest and leave you there. Your task is to find your way back to the camp,' said Finn. 'All the adults will be around in case of emergency, but you won't see us unless you need us.' Three hours later, the three friends were standing in the dark forest listening to Finn's car drive away. Mateo was feeling a little nervous. 'Let's walk really quickly and be the first ones back!' said Noah. 'Yes! This way!' said Jasmin. At first, it was easy to follow the path and Mateo began to enjoy himself. But as it got darker and the path got narrower, the friends started to feel tired. Three hours later, they were still walking and there was no sign of the camp.

'No!' said Mateo. 'I'm fine. We've walked a long way and I feel better about the dark now. We need to be positive. We can do this! In fact, let's walk faster! Remember, we want to be first back. Come on!' Noah and Jasmin smiled, the energy seemed to return to their legs, and soon they were all walking and chatting happily again. They arrived back at the camp an hour later. 'Did we do it? Are we first?' asked Noah. They looked around. Three other groups were already there. 'Never mind,' said Mateo. 'That's the furthest I've ever walked and we didn't give up. We're all winners!'

'How much further? My legs are tired,' said Jasmin. 'Me too!' said Noah. 'I don't like walking. I prefer being a passenger in a car or a train.' 'Yes, I love train trips!' said Jasmin. 'With a trolley for your bags, a waiting room to sit in and a café. I'm hungry!' 'Yeah, and Mateo doesn't like the dark,' said Noah. 'Let's give up!'

After you read

3 Read the story again quickly and answer.

- 1 Where and when does the story take place?
- 2 Who are the characters?
- 3 What are they trying to do?
- 4 What happens in the end?

Read for general understanding

When you read for general understanding, look for:

- the setting and context, e.g. *It was Mateo's last night at his summer camp ...*
- the characters and their purpose, e.g. *Your task is to find your way back to the camp ...*
- the outcome, e.g. *We're all winners!*

Think positively about challenges

4 Read and discuss.

- 1 Which character feels positive about the challenge at the beginning of the story? What does he or she say that shows this?
- 2 Which character feels positive in the middle of the challenge? What does he or she say that shows this?
- 3 How do the three main characters feel during the last part of the challenge? Why?
- 4 Can you think of a time when you've felt positive about something difficult? How did you stay positive?

12 Key learning outcome: Read and respond to a realistic fiction story

Activity Book, p.12 Key learning outcomes: Read for general understanding; Think positively about challenges 13

Lesson 3 Reading

THE LAST NIGHT AT CAMP

After you read

- 1 Remember the story. Number the events in order.
 - a The friends started walking quickly. 3
 - b The camp leaders took the friends to the forest and left them there. 2
 - c The friends finally arrived back at the camp. They were happy that they didn't give up. 5
 - d Noah and Jasmin were excited about the night walk activity, but Mateo wasn't. 1
 - e After three hours, Noah and Jasmin didn't want to go on, but Mateo wanted them to continue. 4
- 2 Read the story on Pupil's Book pages 12–13 again. Write T (True) or F (False).
 - 1 Mateo has mostly enjoyed the summer camp. T
 - 2 Mateo was worried about the dark and the length of the walk. T
 - 3 The adults stayed with the children during the whole night walk. F
 - 4 Noah wanted to win the walk and arrive back first. F
 - 5 Jasmin helped the friends feel better for the last part of the walk. F
 - 6 They were unhappy because they didn't arrive first. F
- 3 Critical thinking Answer the questions.
 - 1 Why did the characters feel happy even though they didn't win?
 - 2 Which of the characters do you think you are most similar to? Why?

Pupils' own answers
- 4 Complete the sentences with the correct comparative or superlative adjectives.
 - 1 It was very cold at camp – we had worse weather than last year.
 - 2 Summer camp was great – it's the best thing I've ever done.
 - 3 The best activity was telling stories by the campfire – I loved it!
 - 4 That was the worst holiday I've ever had – it was really terrible!
 - 5 You're better than me at thinking positively – you've got lots of good ideas.
 - 6 I'm really bad at football but Danny is worse than me! He's terrible.

Word work: Irregular comparative and superlative adjectives

Some comparative and superlative adjectives are irregular.

bad → worse → the worst

Find and write the comparative and superlative forms of good in the story.

good → better → the best

12 I can read and respond to a realistic fiction story; I can use irregular comparative and superlative adjectives

Activity 3


- 1 At a summer camp in the Netherlands at night.
- 2 Mateo, Jasmin and Noah
- 3 They are trying to be the first ones to find their way back to the camp with no help from anyone else.
- 4 They don't give up. They make it back to the camp, but they aren't the first group.

Activity 4


- 1 Jasmin feels positive at the beginning. She says '... the best activity is tonight ...' and 'We'll love it!'
- 2 Mateo feels positive in the middle. He says 'We need to be positive. We can do this! ... Come on!'
- 3 They all feel happy and full of energy because Mateo was positive and motivated them to try to finish.
- 4 Pupils' own answers

Objectives: Read and respond to a realistic fiction story; Read for general understanding; Social-emotional learning (SEL): Think positively about challenges

Recycled language: *passenger, trolley, waiting room; This week has been so good. We've done some amazing things! It was Mateo's last night at his summer camp ... I haven't had a shower for five days! That's the furthest I've ever walked.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, SEL Activity Card 1, SEL Posters 1 and 2

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 12–13

Before you read

1 Think and discuss.

Follow the **Before you read routine** on p. 21.

2 1.4 Look at the title of the story and the pictures. What do you think the characters are doing? Read and check.


Follow the **While you read routine** on p. 21.

After you read

Follow the **After you read routine** on p. 21.

3 Read the story again quickly and answer.

Give a short time limit here to encourage pupils to read for general understanding and not get stuck on trying to understand lots of detail.

 Pupils identify the characters' **main purpose** in the story.

Reading skill: Read for general understanding

Ask pupils what the key words of the tip in the box are (*setting, context, characters, purpose, outcome*). Explain that often if we pay attention to these things, that is enough information for us to get a general understanding of a story. Ask pupils to match the answers to 1–4 to the key words, to help make the meanings clear (1 setting and context; 2 characters; 3 purpose; 4 outcome).

4 Read and discuss.

Follow the **Social-emotional learning (SEL) routine** on p. 21.

Social-emotional learning: Think positively about challenges



For question 1, have pupils look at the first paragraph. Then have pupils discuss questions 2–4 in pairs and say how they know how these characters are feeling. Then ask: *Why do we use the word 'challenge' and not 'difficulty'? Why is it important to think positively about challenging situations?*


Highlight that the main thing is not winning but trying your best and working well as a team.

Activity Book, page 12

1 Remember the story. Number the events in order.

2 Read the story on Pupil's Book pages 12–13 again. Write **T** (True) or **F** (False).

3 **Critical thinking** Answer the questions.

 In this activity, pupils consider the characters' thoughts and feelings further, and express their **personal response**.

4 Complete the sentences with the correct comparative or superlative adjectives.

Follow the **Word work routine** on p. 21.

Word work: Irregular comparative and superlative adjectives

Elicit which of the adjectives are comparative (*worse, better*) and which are superlative (*the worst, the best*). Remind pupils that we use comparative adjectives to compare **two things** and superlative adjectives to compare **more than two things**.

Ask pupils how they say *better/best* and *worse/worst* in their own language. Do the comparative and superlative forms change in the same way?

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Activity 1

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

Activity 3

- 1 e 2 b 3 a 4 c 5 d

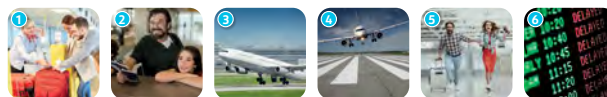
Activity 4

- 2 True
3 False
4 False
5 False

Lesson 4 Vocabulary 2 & Listening

1 Match the words to the photos. Then listen, check and repeat.

- a take off b land c check in your luggage d miss a plane e be delayed f show your passport



2 Look at the photos below and answer the questions. Then listen and check your ideas.

- What do you think a 'Travel Ambassador' does at school?
- What do you think makes someone a good Travel Ambassador?
- What do you think he is going to talk about?



3 Listen again. Number phrases a-e in the order you hear them.

- | | |
|---|-------------------------------|
| a The thing you have to remember is ... | d My advice is: ... |
| b The most important thing is ... | e I'm going to talk about ... |
| c What you really need to know is ... | |

Listen for main ideas

When you listen, pay attention to expressions that introduce the main ideas:
I'm going to talk about...
The most important thing is ...

4 Listen again. Answer True or False.

- Jack is a Travel Ambassador because he has experience of school trips. True
- The meeting is about travelling by plane.
- Jack says he has never taken too much luggage on a trip.
- Jack says you should put your passport at the bottom of your rucksack.
- Jack says you should bring sweets in case you are delayed at the airport.



5 Discuss in pairs. Would you like to be a Travel Ambassador at school? Why / Why not?

14

Key learning outcomes: Identify and use words to talk about travelling by plane; Listen for main ideas

Activity Book, p.13

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Activity 2

- He/She helps other pupils to get ready to go on school trips. For example, he/she organises meetings to give advice about travelling.
- He/She loves travelling and he/she has been on some school trips, so he/she can give advice.
- What to do at the airport. (Main ideas) Making sure your luggage isn't too big or heavy, having your passport ready and arriving early at the airport. (Other ideas) What to take in case your plane is delayed or your ears hurt on the plane.

Lesson 4 Vocabulary 2 & Listening

1

1 Read and circle.

- My ears always hurt when the plane takes off / is delayed.
- I haven't lost / missed a plane before.
- After the plane misses / lands, we collect our luggage.
- Before you check on / in your luggage at the airport, you need to show / share your passport.
- You need to show your plane / passport again before you go to departures.
- Our plane was disappeared / delayed, and we waited for five hours.

2 Complete the dialogue.

- takes off lands is delayed show my passport miss the plane checked in my luggage

Hi, Riva! Where are you?

I'm at the airport. I arrived really early because I didn't want to ¹ miss the plane !
Now the plane ² is delayed for two hours, so I've got a long time to wait.

Oh, no!

I don't mind - I like airports.
³ I've checked in my luggage and now I have to show my passport again before I go to departures.

Are you excited about the flight?

Yes! Especially the beginning when the plane ⁵ takes off - I love it! I also like it when the plane ⁶ lands too. It's exciting to arrive!

3 Listen and answer the questions.

- What should you do with your luggage and hand luggage before you check in?
You should make sure it isn't too big or too heavy.
- What do you need to do with your passport?
You need to make sure it's easy to find.
- What advice does Jack give about not missing the plane?
You must arrive early/leave lots of time to get there.
- How could you prepare for being delayed at an airport?
You should take something to read, play and eat.

I can write about travelling by plane; I can listen for main ideas



Objectives: Identify and use words to talk about travelling by plane; Listen for main ideas

Vocabulary: *be delayed, check in your luggage, land, miss a plane, show your passport, take off*

Materials: Classroom Presentation Kit, Flashcards, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 1 on p. 32.


Pupil's Book, page 14

1 1.5 Match the words to the photos. Then listen, check and repeat.

Follow the **Vocabulary presentation routine** on p. 23.

1 check in your luggage 2 show your passport
3 take off 4 land 5 miss a plane 6 be delayed

Engage Put pupils into groups of five or six and ask them to make a 'tableau' (a scene, like a painting). Use one group as an example. Whisper a scene into the ears of the group (e.g. a supermarket) and help them arrange themselves so they look like a scene in a supermarket. For example, one pupil sitting with their hand 'scanning' an item. Another waiting in a queue. Another reaching up for a tin of tomatoes, etc. The important thing is that they are all frozen, so they look like a picture. Ask the rest of the class what the scene is. Give the groups five minutes and the 'tableau' scene: an airport. After five minutes, go around each group and guess what everyone is doing. Write any useful language on the board.

 Focus pupils on *check in* and *take off*. Explain that these words are phrasal verbs: a verb and a preposition that have a different meaning to just the verb alone. Encourage pupils to make a list of phrasal verbs with the translations in their own language in their notebooks.

2 1.6 Look at the photos below and answer the questions. Then listen and check your ideas.

Follow the **Before listening routine** on p. 23.

See audioscript, p. 224.

Listening skill: Listen for main ideas

Before doing Activity 2, have pupils think about other examples of expressions that introduce a main idea. Write their ideas on the board (e.g. *I really want to tell you about ...*; *Today I want to talk about ...*; *This is the most important part*, etc.). Pupils copy all of the expressions into their notebooks. Play the audio. Pupils give a thumbs up every time they hear one of the expressions from their list.

3 1.6 Listen again. Number phrases a–e in the order you hear them.

Follow the **While listening routine** on p. 23.

4 1.6 Listen again. Answer *True or False*.

Follow the **While listening routine** on p. 23.

Reach higher Challenge pupils who finish quickly to write two comprehension questions about the audio for another early finisher to answer.

5 Discuss in pairs. Would you like to be a Travel Ambassador at school? Why / Why not?

Follow the **After listening routine** on p. 23.

Engage Adapt this activity to make this an interview for the position of Travel Ambassador. Each pupil thinks about their answers and why they would be the best for the job. Then, in threes, they act out the interviews.

Support On the board, write useful sentence stems for this discussion (e.g. *Shall I go first? Yes, I would like to be a Travel Ambassador because ...*, etc.). Pupils who need support can look at the board for help.

Follow the **Assessment for learning routine** on p. 23.

Activity Book, page 13


1 Read and circle.

2 Complete the dialogue.

3 1.1 Listen and answer the questions.

See audioscript, p. 224.

Support On the board, write sentence stems for pupils to copy before listening (1 *You should ...*; 2 *You need to ...*; 3 *You must ...*; 4 *You could ...*). This will help them write full sentences while listening.

 In this activity, pupils practise **relaying specific information** in written form.

Closing routine

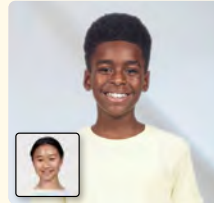
Do Communication routine 3 on p. 32.

Activity 1

She missed her plane because she lost her passport in departures.

1 Listen and read. What happened to Ling at the airport two years ago?

- B: Hi, Ling. How was your trip?
 L: It was great, but we nearly missed the plane again!
 B: **Have you missed a plane before?**
 L: Yes, I have. Two years ago.
 B: **Did you forget your boarding pass?**
 L: No, I didn't. I lost my passport.
 B: Oh, no! **Where did you lose it?**
 L: In departures. I left it in the trolley we used for our luggage.
 B: Oh, no! **Did you find it?**
 L: Yes, we did. But it was really stressful! **Did you have a nice trip to Rio?**
 B: Yes, I did. I went by bus. I waited in the waiting room and queued for ages to show my ticket to the ticket collector. But it was fun.
 L: **Has your bus ever been delayed?**
 B: Yes, it has. It was delayed by five hours once!



2 Look at the examples in bold in the dialogue. Think and decide.

- 1 We use the **present perfect** / **past simple** to ask about an experience in the past.
 2 We use the **present perfect** / **past simple** to ask for details of the experience.

3 Listen and follow. Then make your own questions and answers.

Grammar reference, p.118

Present perfect and past simple questions

Have Has	you she / he we / they	(ever)	been on missed	a bus? a ferry? a plane?
Did	you she / he we / they	forgot lose	your her / his our / their	passport? ticket? boarding pass?
	Who What When	did	you she / he we / they	do? see? travel?

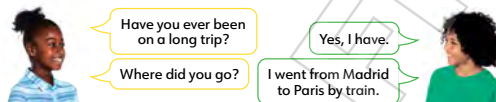
Look

Which answer is correct?
 Have you been on a ferry?
 Yes, I have. / Yes, I have been.

Yes, I have.

4 Work in pairs. Find out about your partner's experiences using the ideas below or your own ideas. Ask for more details.

go on a long trip travel abroad visit another city be seasick miss a flight be delayed



Activity Book, p.14

Key learning outcome: Ask and answer about past experiences using the present perfect and past simple

> 15

Lesson 5 Grammar 2

1 Complete the questions using the present perfect or the past simple. Circle the correct answers.

- 1 A: Have you been (you / be) on a school trip?
 B: **Yes** / No, I have.
 A: Where did you go (you / go)?
 B: We **went** / **have been** skiing in Austria.
- 2 A: Have you travelled (you / travel) on a plane?
 B: No, I haven't. But I've **go** / **been** to an airport.
 A: Why did you go (you / go) to the airport?
 B: I **went** / **have been** to meet my sister when she came back from Australia.
- 3 A: Have you said (you / say) goodbye to someone at an airport?
 B: Yes, I **have** / **haven't**.
 A: Who did you say (you / say) goodbye to?
 B: I said goodbye to my dad when he **flew** / **has flown** to work in Italy.
- 4 A: Have you bought (you / buy) clothes in departures in an airport?
 B: **No, I haven't** / No, I haven't been. But last time, I bought a book.
 A: What book did you buy (you / buy)?
 B: I **bought** / **have bought** a puzzle book.
- 5 A: Have you been (you / be) to England?
 B: **Yes, I have** / Yes, I have done.
 A: Where did you visit (you / visit)?
 B: I **visited** / **have visited** London on a school trip last year.



2 Exam practice Listen. For each question, choose the correct answer.

- 1 You will hear two friends talking about travelling.
 Why did the boy go to the train station?
 A to meet his dad
 B to go on a school trip
 C to say goodbye to his grandparents
- 2 You will hear two friends talking about travelling on a ferry.
 What has happened to both of them?
 A They have been to the island.
 B They have felt sick when travelling in a car.
 C They have been seasick.
- 3 You will hear a girl talking about travelling on a plane.
 What did the girl like best about her trip?
 A the plane taking off
 B looking at things to buy in the shops
 C showing her passport at the airport
- 4 You will hear two friends talking about a train trip.
 Why did the boy miss the train?
 A It was difficult to run with heavy luggage.
 B The queue to buy a ticket was very long.
 C He waited on the wrong platform for the train.

14 I can ask and answer about past experiences using the present perfect and past simple



Objectives: Ask and answer about past experiences using the present perfect and past simple;
Exam practice: B1 Preliminary for Schools Listening, Part 2

Grammar: Present perfect and past simple questions: *Have you ever missed a plane? Did you forget your passport? What did you do?*

Recycled language: *be delayed, boarding pass, luggage, miss a plane, queue, ticket collector, trolley, waiting room*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Pupil's Book, page 15

1 1.7 Listen and read. What happened to Ling at the airport two years ago?

Follow the **Grammar presentation routine** on p. 25.

Engage Ask the class to stand up if they: *have been to an airport / have lost their passport / have missed a plane.*

2 Look at the examples in bold in the dialogue. Think and decide.

Follow the **Focus on meaning and use routine** on p. 25. Divide the board into two columns and write *present perfect questions* in one column and *past simple questions* in the other. Elicit which column each question from the dialogue in Activity 1 should go into. Nominate several pupils to come to the board to circle the verbs in each question. Guide pupils to notice the past participle verb forms in the present perfect questions.

3 1.8 Listen and follow. Then make your own questions and answers.

Follow the **Controlled grammar practice routine** on p. 25.

1 *Have you ever been on a ferry?*

2 *Did she lose her ticket?*

3 *What did they see?*

Look Read out the question and elicit answers.

4 Work in pairs. Find out about your partner's experiences using the ideas below or your own ideas. Ask for more details.

Follow the **Communicative practice routine** on p. 25.

Activity Book, page 14

1 Complete the questions using the present perfect or the past simple. Circle the correct answers.

2 1.2 Exam practice Listen. For each question, choose the correct answer.

Exam tip

B1 Preliminary for Schools Listening, Part 2

Tell pupils that for exam activities like this, it is important to read all the multiple choice options first, before listening.

See audioscript, p. 224

Closing routine

Do Mindfulness routine 3 on p. 32.

Science question
Pupils' own answers

Activity 4
Pupils' own answers

Lesson 6 Read the world

Before you read

1 Look at the texts quickly and answer the questions. Then read and check.

- Which text is an email and which is an online travel brochure?
- What visual clues helped you decide?
- How do you think the texts are connected to each other?

How can you protect the environment when you travel?

TravelZone Travel tips Locations Community Search

Have you ever wanted to explore different countries without leaving your home? Maybe you can't travel or you don't like flying? You can still explore the world from home with our Virtual Travel Tours. There are lots of different tours to choose from:

Train Tour from Switzerland to Italy
Be a passenger on a virtual train on the Bernina railway from Switzerland to Italy. Our special videos will show you spectacular views on your trip through the mountains. You'll hear the sound of the train on the tracks and pass many different station platforms. But don't get out! Finish the trip with a visit to our virtual museum to learn about the history of the area.
Book the Train Tour

Food Tour to Egypt
Enjoy the taste of Egypt! Take a virtual tour around a busy Egyptian food market and find traditional ingredients. Then join us in our virtual cooking class and learn to make a popular Egyptian dish: falafel. A delicious world is waiting for you in Egypt!
Book the Food Tour

Music and Language of Ethiopia Tour
Take a virtual tour of a village in the Sidama region of Ethiopia. Have you ever spoken Sidama? The villagers will teach you new words in their language. They'll also teach you music you've never heard before: everything from pop music by Ethiopian star Teddy Afro to local children's songs.
Book the Music and Language of Ethiopia Tour

There are other tours available for you to book:
19th Century Theatre Tour
Sounds and Smells of Thailand Tour

Email:
To: lotte595@myemail.com
Subject: My trip to Italy
Hello Lotte,
Thanks for your email. Your holiday sounds great. I've also just been on a fantastic trip - on a virtual train!
First, I got on the train at Chur in Switzerland with my friend Emilia. Of course, we didn't really get on; it was a virtual tour, so we watched the journey on my laptop. It felt real though, because you can hear the sounds of the train moving and the views change as you travel.
The tour included information about typical food from Switzerland. So we made sandwiches for our lunch with Swiss cheese and we took some delicious Swiss chocolate as a snack too. It was really fun to eat our lunch on the train as we passed through lots of pretty villages.
The trip took about four hours and finished in Tirano in northern Italy. We passed through 55 tunnels and went over 196 bridges. Some of the bridges were really amazing. The highest, the Landwasser Viaduct, is 65 metres high!
Write again soon and tell me more about your next trip!
Love,
Hannah

After you read

Use context to understand new words
What does tracks mean in the sentence 'You'll hear the sound of the train on the tracks?'
To help you understand new words or phrases in a text:

- Look at the word. Is it a verb, a noun or an adjective? Tracks is a noun.
- Look at the words around it. Do they give you any clues? It's something a train goes on.
- Read the whole sentence. What could it mean? It's something a train goes on and together they make a sound.

2 Look at the travel brochure and email again. Answer the questions.

- Find these words: *spectacular, ingredients, available, tunnels*. What do they mean? Use the context to help you answer.
- Find two more words in the brochure or email that are new to you. What do they mean?

3 Read again and answer.

- Why do people go on virtual travel tours?
- What two things can you see on the Train Tour?
- What three things can you do on the Food Tour?
- What two kinds of music does the Music and Language Tour mention?
- Why did Hannah think the virtual train trip felt 'real'?
- How long was Hannah's train trip?

4 Think and discuss.

- Which of the three virtual tours would you like to do? Why?
- Which of your friends or family members would enjoy each trip? Why?
- How could you make each virtual trip feel 'more real'?

What are the advantages of virtual travel? Would you like to do a virtual trip? Why/Why not?

16 Key learning outcome: Read and respond to an online brochure and an email

Activity Book, p.15 Key learning outcomes: Use visual clues to identify text types; Use context to understand new words 17

Activity 1

1 B is an email and A is an online travel brochure.; 2 We know B is an email because of the beginning and the ending (*Hello Lotte, Write again soon...*, *Love, Hannah*), the 'To' and 'Subject' at the top, the SEND button, etc. We know A is an online travel brochure because of the tabs and search window at the top, the pictures, the persuasive language, etc.; 3 The email talks about a tour described in the online travel brochure.

Activity 2

spectacular (adj) = beautiful in a dramatic way
ingredients (noun) = food or liquid that you use to make a particular meal
available (adj) = able to be used or bought
tunnels (noun) = underground passages built through a hill or under a road, etc.

Activity 3

- Because they can't travel or they don't like flying.
- Mountains and train station platforms
- Visit a food market; Find ingredients; Learn to cook an Egyptian recipe
- Pop music by Teddy Afro and local children's songs (from the Sidama region)
- You can hear the sounds of the train moving and the views change as you travel.
- About four hours

Lesson 6 Read the world

After you read

1 Look at the texts on Pupil's Book pages 16-17 again. Match the words to the definitions (1-5). Use the information in the texts to help you.

My dictionary

virtual	explore	tracks	villager	pass through
---------	---------	--------	----------	--------------

- someone who lives in a village
- the metal parts that a train travels on
- something on a computer, not in real life
- travel around a place to learn about it
- travel through a place without stopping

virtual villager tracks virtual explore pass through

2 Read the texts again. Read the phrases and write which text the phrases come from, B (brochure) or E (email).

- Our special videos will show you ... B
- I got on the train at Chur ... E
- Finish the trip with a visit ... E
- The trip took about four hours ... E
- Book the Train Tour: B
- ... as we passed through some lovely villages. : E

3 Read the texts again. Write T (True) or F (False).

- The Train Tour includes a real visit to a museum. F
- The Food Tour will show you different kinds of food you can buy in Egypt. T
- On the Music and Language of Ethiopia Tour, you can learn to speak a different language. T
- You can do a tour about theatre in the past. T
- Hannah went on the Train Tour with her school. F
- Hannah ate her lunch after the Train Tour. F

4 Critical thinking What do you think? Write.

- Do you think more people will do virtual tours in the future? Why / Why not?
- Which of the tours are you most interested in? Why?

Pupils' own answers

I can read and respond to an online brochure and an email; I can use context to understand new words


15

Objectives: Read and respond to an online brochure and an email; Use visual clues to identify text types (visual literacy); Use context to understand new words (critical literacy)

Recycled language: *passenger, platform, trip; Have you ever wanted to ...? I've also just been on a ... We didn't really get on ... We made sandwiches.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 16–17

Science question

How can you protect the environment when you travel?

This question relates to the social science topic of consequences of human action on the environment. Elicit ways of travelling and brainstorm how each affects the environment. As a class, think of ideas of environmentally-friendly travel.

Before you read

1  **1.9 Look at the texts quickly and answer the questions. Then read and check.** 

Visual literacy: Use visual clues to identify text types

Elicit or point out that visual clues can help us to understand texts. For example, images are attached to each section to show us what it's about and the email subject tells us the topic of the email.

Follow the **Before you read routine** on p. 27.

After you read

2  **Look at the travel brochure and email again. Answer the questions.** 

Follow the **While you read routine** on p. 27.

Critical literacy: Use context to understand new words

Explain that the questions in the box help us to use what we know about language and so help us understand new words. We can ask these questions about any unknown word.

3  **Read again and answer.** 

Follow the **While you read routine** on p. 27.

 Pupils practise **relaying specific information**.

4   **Think and discuss.**


Follow the **After you read routine** on p. 27.

Follow the **Assessment for learning routine** on p. 27.

Classroom management tip



To avoid one pupil dominating, put them in threes and allocate one question per group member. Pupils take turns to ask their question.



ESDC

 **What are the advantages of virtual travel? Would you like to do a virtual trip? Why / Why not?**

This question relates to **SDG Goal 12: Responsible consumption and production**. Elicit some of the advantages of virtual travel for the environment. **Possible answers:** We don't need to fly or use other transport so it reduces our carbon footprint; there will be less damage to natural areas, indigenous cultures, wildlife, etc. caused by tourists.


Activity Book, page 15

1  **Look at the texts on Pupil's Book pages 16–17 again. Match the words to the definitions (1–5). Use the information in the texts to help you.** 

2  **Read the texts again. Read the phrases and write which text the phrases come from, B (brochure) or E (email).** 

3 **Read the texts again. Write T (True) or F (False).** 

4  **Critical thinking** **What do you think? Write.**

 In this activity, pupils practise giving a personal response to creative texts.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Activity 2

- 1 A Banyan tree.
 - 2 A Bengal tiger.
 - 3 Indian food.
- All these things are from India.

Activity 3

- 1 boy
- 2 girl
- 3 girl
- 4 boy
- 5 girl

Communication skills

1 Look and think. What can you see? Which country do you think these things are from?



Pupils' own answers

2 Watch the boy and girl talking about what they've done recently. Check your ideas in Activity 1.

3 Watch again. Read and answer boy or girl.

- 1 Who asks about International Club?
- 2 Who talks about visiting many different places?
- 3 Who talks about going to India?
- 4 Who talks about the benefits of virtual travel?
- 5 Who thinks going to Norway is a great idea?



4 Match the parts of the sentences.

Meeting an old friend

- 1 What have you ... a (Joe) recently?
- 2 I haven't seen ... b still (go to International Club)?
- 3 Have you seen ... c you for ages!
- 4 Have you heard ... d been up to?
- 5 Do you ... e about (virtual travel)?

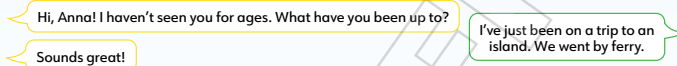
Show interest

When you have a conversation, show the other person that you're interested in what she/he is talking about. Use phrases like:
Sounds great! Really? That's fantastic! Oh, yes! Yes, great idea!

Go to Activity Book, p.16, Activities 1 & 2

5 Plan your conversation. [Go to Activity Book, p.16](#)

6 **Talk Partners** Work in pairs. Take turns to practise your conversation. Use phrases from Activity 4 and show interest when you listen.



7 **Reflect.** Discuss your conversation with your partner.

Communication skills

1 Read and circle.

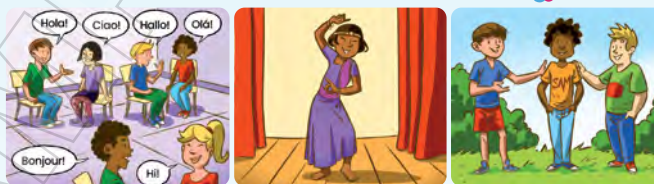
- 1 I haven't saw / seen you for ages!
- 2 What have you been on / up to?
- 3 Do you still / same go to the classes?
- 4 Have you seen her presently / recently?
- 5 Have you hear / heard about our club?

2 **Pronunciation: Intonation to show interest**

Listen and repeat.

- 1 That's fantastic!
- 2 Sounds great!
- 3 Oh, yes!
- 4 Yes, great idea!

3 Read, think and write notes about what to talk about with an old friend.



1 News you've heard about that you want to share

- a _____
- b _____

2 Things you want to ask your friend if he/she is still doing

- c _____
- d _____

3 Friends you want to ask about

- e _____
- f _____

Pupils' own answers

4 Choose three ideas from Activity 3. Write questions.

- 1 _____
- 2 _____
- 3 _____

Pupils' own answers

5 Look at the checklist and tick (✓). [Go back to Pupil's Book, p.18](#)

Decide:

- which questions to include.
- the order of my questions.

Be ready to:


- use phrases to show interest.
- use intonation to show interest.




Objectives: Have a conversation with an old friend; Show interest

Functional language: *Sounds great! Really? That's fantastic! Oh, yes! Yes, great idea!*

Recycled language: *check-in desk, luggage, queue, trolley, waiting; I've been to a lot of different places. Have you heard about virtual travel? I went to India virtually!*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **energise** pupils before speaking activities.

Pupil's Book, page 18

1 Look and think. What can you see? Which country do you think these things are from?

Follow the **activity routine** on p. 29.

2   **1.10 Watch the boy and girl talking about what they've done recently. Check your ideas in Activity 1.**

Follow the **Video activity routine** on p. 29.

See video script, p. 224

3   **1.10 Watch again. Read and answer boy or girl.**

Follow the **Video activity routine** on p. 29.

4 Match the parts of the sentences.

Follow the **Key phrases routine** on p. 29.

Speaking skill: Showing interest

Write the following scenarios on the board: *You saw a good film at the weekend. / You won a sports event yesterday.* In pairs, pupils take turns to choose a scenario and explain what happened. Their partner should use some of the expressions to show interest in their story.

5 Plan your conversation.

Follow the **Planning and preparation routine** on p. 29.

Activity Book, page 16

1 Read and circle. 

2  **1.3 Listen and repeat.**

3 Read, think and write notes about what to talk about with an old friend. 


4 Choose three ideas from Activity 3. Write questions. 

5 Look at the checklist and tick (✓).

Pupil's Book, page 18


6  **Talk Partners** Work in pairs. Take turns to practise your conversation. Use phrases from Activity 4 and show interest when you listen. 

Follow the **Communicative practice routine** on p. 29.

 Pupils practise **facilitating interaction** by showing interest and asking questions.

Classroom management tip

To help manage speaking activities, put pupils into groups of three. Pupils take turns to be the 'monitor'. This person will just listen and tick how many of the phrases on this page each group member uses.

7  **Reflect. Discuss your conversation with your partner.**

Follow the **Assessment for learning routine** on p. 29.

Closing routine

Do Communication routine 2 on p. 32.

Activity 1

Alex went to Iceland. Yes, he loved it.

Activity 2

- 1 He says 'sorry' because he hasn't written for ages (because he's been on a trip).
- 2 Order: c, b, a
- 3 He wants her to tell him if she went to Scotland.

1 Read Alex's email. Where did Alex go? Did he like it?

To: marta2022@myemail.com
Subject: My trip to Iceland

Hi Marta,
Thanks for your email. Sorry I haven't written for ages. I've been on an exciting trip to Iceland for ten days with my family. Have a look at my photos.
First, we stayed in the capital city, Reykjavik. We walked around and had some delicious food. My favourite meal was called Plökkfiskur, which is made of fish.
Then we drove around the country. I loved the Dettifoss Waterfall. I've never seen anything like that before – it's huge! We also saw lots of volcanoes. Iceland has more volcanic eruptions than anywhere else on Earth!
Did you know that in the summer in Iceland, it's dark for only three hours at night? On the way home, we were in the queue for the ferry at 3.20 am and the sun was coming up!
Email me again soon. Did you go to Scotland? I've always wanted to go there.
From Alex

2 Read the email again and answer the questions.

- 1 Why does Alex say 'sorry' in the first paragraph?
- 2 In what order does Alex write about ...
a sunrise b a waterfall and volcanoes c food?
- 3 What does Alex want Marta to tell him about in her next email?

Reply to an email from a friend

Follow this checklist to write your email:

- a thank your friend for his/her email.
- b say where you have been and/or what you have done recently.
- c give your friend some details.
- d say what you want your friend to tell you in his/her next email.

3 Find examples in the email of features a-d from the box.

4 Plan and write a reply to an email. [Go to Activity Book, p.17](#)

Key learning outcomes: Identify the structure of an email; Plan and write a reply to an email from a friend

What do you know now?

Think about Unit 1 [Go to Activity Book, p.20](#)

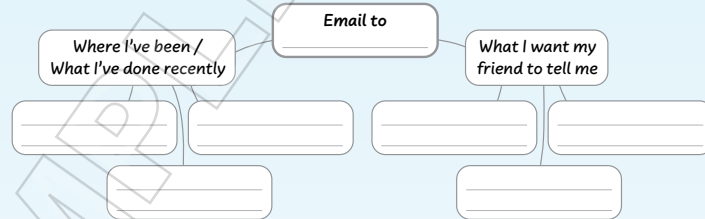
> 19

Activity 3

- Suggested answers:*
- a Thanks for your email.
 - b I've been on an exciting trip to Iceland for ten days with my family.
 - c We stayed in the capital city, Reykjavik. We walked around and had some delicious food. We drove around the country. I loved the Dettifoss Waterfall. I've never seen anything like that before – it's huge, etc.
 - d Did you go to Scotland?

Plan

1 Think about an email to a friend. Complete the mind map.



2 Choose ideas from Activity 1. Write notes for your email.

Beginning

How can I start the email / thank my friend for his/her email?

Where have I been / what have I done recently?

Middle

What three details can I tell my friend about where I've been / what I've done?

End

What do I want my friend to tell me?

How can I end the email?

Write

3 Now write a draft of your email in your notebook. Remember to use your notes from Activity 2.

I can reply to an email from a friend



Objectives: Identify the structure of an email; Plan and write a reply to an email from a friend

Recycled language: *ferry, queue, trip; I've been on an exciting trip. We walked around ...*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubrics

Optional: Mini glossary handout with translations/images for the following words: *meal, huge, eruption, dark, queue, come up* (as in *rise*)

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 19

1 Read Alex's email. Where did Alex go? Did he like it?

Follow the **Model text activity routine** on p. 31.

Ask the following questions: *Have you ever been to Iceland? What do you think Iceland is like? Do you think there are lots of things to do there?*


Engage Lead a class vote on who would like to go to Iceland. Count the number of hands.

Support If you prepared the *Optional* mini glossary, hand this out to pupils who may need more support to help them as they read.

2 Read the email again and answer the questions.

Follow the **Model text activity routine** on p. 31.

Reach higher Ask early finishers to think of another comprehension question, and to ask it to another early finisher.

 Have pupils practise **relaying specific information** from the text by sharing their answers.


3 Find examples in the email of features a–d from the box.

Follow the **Writing skill routine** on p. 31.

Reach higher Ask your language assistant to monitor confident pupils and to have them think of other features of emails to friends (e.g. start the email with *Hi/Hello*). Your language assistant can give oral feedback on their ideas.

Writing skill: Reply to an email from a friend

Read the box aloud and, as you do, point to the different parts of the email that are mentioned in the example text.

 Ask pupils if they often write emails to their friends. Do emails in their home language generally follow the same pattern as in this example? How are they different?

4 Plan and write a reply to an email.

Follow the **Planning routine** on p. 31.

Activity Book, page 17

Plan

1 Think about an email to a friend. Complete the mind map

2 Choose ideas from Activity 1. Write notes for your email.

Write

3 Now write a draft of your email in your notebook. Remember to use your notes from Activity 2.

Follow the **Writing activity routine** on p. 31.

Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 19


What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Review

How do you say these words in British English?
 luggage cart line

1 Read and circle.

- Here! I've found a **ferry** / **trolley** / **trip** for your heavy luggage.
- When you get to the airport, go and **show** / **check** / **miss** in your luggage.
- I like sitting by the window when the plane takes **up** / **on** / **off**.
- There might be a long **trip** / **queue** / **delayed** for tickets, so arrive early.
- Wait for your train on the **passenger** / **arrivals** / **platform**.
- I bought my ticket at the **waiting room** / **ticket machine** / **ticket collector**.

2 Complete the dialogue. There are two phrases you don't need.

show your passport arrivals is delayed departures
 check-in desks miss a plane passengers landed

- A: I've drawn a map of an airport for my project.
 B: What's this area?
 A: These are the ¹ check-in desks. That's where you check in your luggage. There are often a lot of ² passengers waiting in the queue, so you need to arrive early.
 B: And what's this?
 A: This is ³ departures, where you have to wait before you go on a plane. Before you enter this area, you need to ⁴ show your passport, for security reasons.
 B: What's this?
 A: That's ⁵ arrivals, where you can meet people who have just ⁶ landed.

3 Complete the sentences with the comparative and superlative forms of the adjective in bold.

- Cars are a **good** form of transport. But I think that trains are better and that planes are the best.
- I've had some **bad** experiences with being delayed at airports. My trip to Italy was worse than my trip to France, but my trip to England was the worst one.



4 Read and circle.

SURVEY OF 20 PEOPLE:

- ¹ Did you take / Have you taken photos out of the window of a car, train or plane before?
 17 people > Yes, I have. 3 people > No, I **didn't** / **haven't**.
- ² Did you like / Have you liked putting money in a ticket machine when you were younger?
 19 people > Yes, I did. 1 person > No, I **didn't** / **haven't**.
- ³ Did you ever wait / Have you ever waited with balloons for someone in arrivals?
 11 people > Yes, I **did** / **have**. 9 people > No, I haven't.

5 Complete the questions using the present perfect and past simple. Correct the answers.

- Have you **ridden** (you / ride) on a trolley at an airport?
 No, I **didn't**. haven't.
- Did he go** (he / go) on a trip with his family last year?
 Yes, he **did**. He **has been** to Italy. went
- Have they ever felt** (they / feel / ever) ill on a plane?
 Yes, they **didn't**. It was terrible! have
- When **did Ben learn to swim** (Ben / learn to swim)?
 He **has learned** to swim when he was six. learned

6 Write questions using the words below or your own ideas. Write answers for you.

ride / trolley wait for someone / arrivals use / ticket machine take photos / from train or plane

- Have you **ridden** on a trolley at an airport? Yes, I have. It was really fun!
- Have you **waited** for someone in arrivals?
- Have you **ever used** a ticket machine?
- Have you **taken photos** from a plane window?

Pupils' own answers

Think about Unit 1

Read the unit objectives and the sentences below. Write.

UNIT OBJECTIVES

- Talk about travelling
- Talk about experiences in the past and present
- Read a realistic fiction story
- Read and reply to an email from a friend
- Have a conversation with an old friend

★ What I did best in this unit is ...

because ...

★ Something I did really well is ...

because ...

★ I want to get better at ...

by ...

- | | |
|--|---|
| <input type="radio"/> reading some blogs about travelling. | <input type="radio"/> practising the new vocabulary with a partner. |
| <input type="radio"/> writing new sentences with the grammar. | <input type="radio"/> writing my email again using my checklist. |
| <input type="radio"/> listening to a podcast about travelling. | <input type="radio"/> playing the digital games on my Pupil's App. |

My ideas:

Go to the map on pp.4-5 and complete your unit pass.

Exam practice 1

Exam tip: Writing, Part 1

Read the email carefully and check you understand the four notes. Think about how to start and end an email to a friend. Remember to write about all the notes.

1 Read the first paragraph of the email and answer the questions.

What does the first note refer to? Write one or two sentences to reply to it.

2 Read this email from your friend Jamal and the notes you have made. Write your email to Jamal using all the notes. Write about 100 words.

✉ ✉ ✉

Hello Chloe,

Thanks for your email. Sorry I haven't written for a while. I've been on holiday - I spent a week in Venice in Italy. It was really exciting. The journey there was fun, even though we were delayed for three hours.

When the plane landed at the airport near Venice, I could see the city from the air. I like looking out of the window in a plane - do you? From the airport, we had to get a small ferry to the city. It was like a bus or a taxi but on the water!

Venice is different from anywhere I've been before. The most special thing about it is that there are no cars. There aren't any roads, just canals! So you can either walk around the city or get on special boats. It's really cool.

Have you ever been to Venice?

Reply soon! From Jamal

- Annoying!
- Explain why
- Interesting!
- Tell him

✉ ✉ ✉

3 Check your answers with a partner. Look at the exam tip again. Did you follow the advice?

Activity 1

- Jamal's journey to Venice, which was delayed by three hours.
- Suggested answer:** It's annoying that your plane was delayed on the way there. Did you have anything to do while you were waiting?

Objectives: Review vocabulary and grammar from Unit 1; Assessment for learning Unit 1;

Exam practice: B1 Preliminary for Schools Writing, Part 1

Materials: Classroom Presentation Kit, Flashcards (Unit 1)

Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

Activity Book, pages 18–21

How do you say these words in British English?

Remind students that English is spoken in many countries but that some words are different. Elicit examples of words in their own language that are different in other countries which speak the same language.

1 Read and circle.

Engage Before completing this activity, stick the flashcards for this vocabulary on the board. Tell the class that you're going to point to each of the pictures and say the word. If the word is correct (e.g. you point to the picture of a queue, and say the word *queue*), pupils should clap their hands once. If you say an incorrect word, they should put their hands on their ears.

2 Complete the dialogue. There are two phrases you don't need.

Support As you monitor, help pupils who need support by telling them which options they can cross out, because they do not need to use them (*is delayed* and *miss a plane*).

3 Complete the sentences with the comparative and superlative forms of the adjective in bold.

Reach higher Ask early finishers to write their own sentences using these comparatives and superlatives (following the examples in this activity). Ask your language assistant to monitor this and provide oral feedback on their sentences.

4 Read and circle.

5 Complete the questions using the present perfect and past simple. Correct the answers.

6 Write questions using the words below or your own ideas. Write answers for you.

Think about Unit 1

Read the unit objectives and the sentences below.

Write.

Peer feedback is an important part of AfL that needs guided support at this primary level. Ask pupils to check/discuss their 'improvement' list together and also to offer any other suggestions to support each other.

Exam practice

Exam tip

B1 Preliminary for Schools Writing, Part 1

Tell pupils that for this part of the exam, they need to read an email (and possibly some notes), and then they need to write a response. Explain that it is important to answer any questions that are in the email. Elicit or explain that we can write a quick plan before we start writing the email, to help us remember what we need to include.

1 Read the first paragraph of the email and answer the questions.

2 Read this email from your friend Jamal and the notes you have made. Write your email to Jamal using all the notes. Write about 100 words.

3 Check your answers with a partner. Look at the exam tip again. Did you follow the advice?

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Review

What techniques do you use to learn and remember new grammar?

- 1 Work in pairs. Look at the picture. Talk about what's going to happen.

They're going to plant some seeds in the soil.



- 2 Work in pairs. Look at the picture again. Finish the sentences using the words below.

survive global crisis extinct protect habitats

- If they use pesticides, ...
- If he tells people about the endangered wildlife, ...
- If we don't stop deforestation, ...
- If they take pollen to the wildflowers, ...
- If she doesn't throw her rubbish in the litter bin, ...

If they use pesticides, bees and butterflies won't survive.

- 3 Make questions (a and b). Then ask and answer in pairs. Give details.



- a wait / queue?
b when / happen?

Have you ever waited in a very long queue?

Yes, I have.

When did it happen?

Last year. We waited for two hours in a queue for the check-in desk.



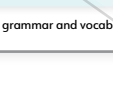
- a be delayed / airport?
b what / do?



- a use / ticket machine?
b where / buy?



- a go / long trip?
b where / go?



- a travel / plane?
b which / prefer / taking off or landing?

20

Key learning outcome: Review grammar and vocabulary from the Welcome Unit and Unit 1

Activity 1

- They're going to plant some seeds in the soil.
- He's going to take a photo of endangered wildlife.
- She's going to destroy their habitat.
- The bees are going to take pollen to new areas.
- She's going to throw/ put her rubbish in the litter bin.

Activity 3

- Have you ever waited in a very long queue?
 - When did it happen?
- Have you ever been delayed at an airport?
 - What did you do?
- Have you ever used a ticket machine?
 - Where did you buy the tickets?
- Have you ever been on a long (bus/train/ferry) trip?
 - Where did you go?
- Have you ever travelled by plane?
 - Which did you prefer: taking off or landing?

Activity 2

Suggested answers:

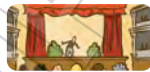
- the bees won't survive.
- they might help protect it.
- many animals will become extinct.
- it will help the habitats of other animals.
- she won't help stop the global crisis.

Exam practice 1

Exam tip: Listening, Part 1

- Think of the words for what you can see and the differences between the pictures.
- Listen for specific information, e.g. names, places, times, prices, days, numbers, etc.
- You will hear each conversation twice. Use the second listening to check your answers.

- 1 Look. What can you see in each picture? Listen and choose the correct picture. Where has Eric just been?



A



B



C

- 2 For each question, choose the correct answer.

- 1 What did Manuela make?



A



B



C

- 2 How does Sam help the planet?



A



B



C

- 3 How has Jenna travelled with her family?



A



B



C

- 4 Which game is Ben going to play?



A



B



C

Key learning outcome: Practise for B1 Preliminary for Schools Listening, Part 1

21