

Unit 2 >>> Pack your bags

Note: Fold the worksheet where indicated so that the images don't reveal the answers to Exercise 1.

1

- Students have already watched the video once in class (Student's Book Exercise 6, page 17). Make sure they have their books closed when you give them the worksheet.
- Organise this as a race in pairs by telling students to write at least three words for each suitcase.
- Play the video once and have students write down words as they watch the suitcases move across the screen. They should try not to repeat the same words twice.
- Monitor but don't check answers yet.

2

- Ask the students to unfold the worksheet and check their answers against the pictures.
- Check answers in class. Find out which pair or group wrote down three or more words for each suitcase.
- Invite students to come up and write words on the board to check spelling.

Answers

Suitcase 1: wallet, hat, hairbrush, sunglasses, shoes, shampoo, toothbrush and toothpaste

Suitcase 2: smartphone, charger, headphones, bottle of water, boarding pass, scissors, MP3 player, passport, visa

Suitcase 3: shampoo, shoes, toothbrush, toothpaste, T-shirt, jeans, magazine, sleeping bag

Suitcase 4: notebook, pen, smartphone, charger, headphones, boarding pass, MP3 player, hairbrush

Suitcase 5: bottle of water, wallet, passport, book, Swiss knife, sunglasses, sandwiches

3

- Put the students into pairs. Give them a minute to think of a holiday destination. Encourage them to think of unusual destinations, eg the Himalayas, Australia, Madagascar, and the Arctic. Ask students to think of when they would like to visit that place (in winter, summer, etc).

4

- Now have students choose a suitcase from Exercise 2 to take on their holiday. Ask them to complete the list with the items in the suitcase.
- Then tell them to think of four new items and add them to their list. In pairs, ask students to discuss why they will need each item, eg *binoculars to look at the polar bears in the Arctic; a scarf and gloves because it's going to be very cold*. Point out that they should be items that fit inside the suitcase. Monitor and assist with vocabulary.

5

- Put the students into new pairs. Read the instructions in class and invite students to read the questions. Elicit a few example answers.
- In pairs, students do the role-play. Then they change roles and repeat. Point out that the airport worker can be friendly or serious and can decide to take items away if they're dangerous.
- Monitor and make a note of any errors or good use of language to go over with the class.

Extension

For homework, ask the students to write a postcard while they're on their trip. Tell them to send it to the person sitting next to them. Have them exchange postcards in the next lesson.

Make sure they use the correct tense to describe what they've done on their holiday (present perfect), what they're doing at the moment they're writing the postcard (present continuous) and what plans they have for the rest of the day (present continuous or *be going to*).

For a follow-up activity, students could then write a reply to their partner's postcard either for homework or at the beginning of the next class.