



On the bucket list

2

READING

topic: inspiration for travel
skill: finding specific information
task: multiple matching

GRAMMAR

past tenses
articles

VOCABULARY

travel anecdotes and apps
idiomatic phrases and expressions
collocations; linkers

LISTENING

topic: travel-writing
skill: listening for specific information and opinion
task: multiple choice

USE OF ENGLISH

multiple-choice cloze
open cloze

SPEAKING

topic: summer holidays, photo bombing
skill: giving concise answers
task: interview

WRITING

topic: best and worst holiday experiences
skill: describing, narrating and expressing contrast
task: article

SWITCH ON

video: Sidi Driss
project: film location map

Lead-in SB p21

Refer students to the title of the unit *On the bucket list* and ask if they can guess what the meaning of this phrase is (things you want to do in your lifetime). Put students into pairs and give them two minutes to list what might be on their 'bucket lists'.

Focus students' attention on the photograph and ask: *What's the photo of? Where do you think it is? How do you think she's feeling?* You may need to provide the verb *balance* to help students describe what the person is doing.

Read the quote with the class, *Whenever I leave, I want to come back.* Ask students what they think it means and if they have felt the same way.

Put student into small groups to discuss the three questions. They may give geographical names in their own language. If so, write up the English equivalents and check pronunciation.

Possible answers

- 1 I'd love to visit this place, because I like to spend time near the sea, even if it's windy or cold.
- 2 There is a river near my school, and I often go there with friends. I like it because it feels far from the city, even though it isn't. It's relaxing and a good place to have fun.
- 3 I'd like to visit Australia, because they have very nice beaches there and lots of wildlife. I'd like to visit any country where you can easily see animals in the wild.

READING

SB pp22-23

To start

Tell students about the last place you went to on holiday and the reason you went there, for example, *Last year my sister and I went to Ibiza for a week. Our friend had gone there the year before and loved it. Her stories and descriptions made us want to go.* Put students into pairs to discuss different reasons people might choose a particular holiday. Conduct class feedback and find the most common suggestions.

Power up

1 Refer the students to the photos and ask if they recognise any of the places or can guess where they might be. Conduct class feedback and list new words on the board.

Possible answers

- 1 St. Basil's Cathedral in Moscow: imposing, colourful, domes.
- 2 A road in Northern Ireland, going through a forest: gnarled, tunnel, ancient trees, dark.
- 3 The Northern Lights (or Aurora Borealis) in Iceland: vibrant, magical, luminous, icy.
- 4 A waterfall near a forest in North Carolina: serene, peaceful, natural.

alternative

Organise students into small groups and assign each group one of the photographs. They should discuss vocabulary that can be used to describe the photo and find at least three new words in a dictionary. They can write a short description of their photograph to read to the class.

extra

In pairs students share favourite photos of landscapes or views on their phones that they have taken or have been sent. They tell each other where the photo was taken and any other interesting details. Students report back to the class on their partner's favourite photo, describing it in as much detail as possible.

Read on

2 Read through the title of the forum posts on page 23 with the class. Ask them whether they can now guess which book, film or TV series might have inspired someone to visit the places in the photos. At this stage, do not confirm or reject any suggestions. Students read the posts quickly to match the photos. Remind students that they are reading quickly to find the places mentioned and that they should not worry about unfamiliar vocabulary at this stage. Conduct class feedback.

- 1 C – Alexandra has been reading a book by a Russian author.
- 2 A – Trish was interested in locations from a TV series.
- 3 B – Rich had seen a documentary about volcanoes and the Aurora Borealis.
- 4 D – Sam had won a competition.

background



Game of Thrones is American fantasy TV series which started in 2011 and is based on *A Song of Ice and Fire* by George Martin. The series concerns the struggles of several families to gain the Iron Throne and other families' fight to become independent from it. The series is extremely popular internationally and has won many awards. The series has the appearance of a historical drama and the focus is more on battles and war than on magic. One of the primary film locations is near Belfast, Northern Ireland with other locations in the UK, Canada and many other countries across the globe.

Anna Karenina is a 1,000-page book by the Russian author Leo Tolstoy which is considered by many to be one of the greatest books ever written. It was first published in 1878 and follows the tragic story of a young, married aristocrat who falls in love with a count. The story deals with many political and moral issues of the time and has been filmed and televised many times.

The Hunger Games is a trilogy of young adult novels by Suzanne Collins which have been made into four very popular films, the first in 2012. The books are set in a future time where children from 12 districts are forced to compete in a televised death match. The books have been an international success, with more than 60 million sold around the world.

exam tip

Point out that in the multiple matching part of the Reading exam, students need to find different information in separate parts of a text or short texts. There are ten questions and students identify which part of the text or text gives the answers. Some sections might answer part of a question, but only one will have the complete answer.

Read through the exam tip box with the class. Students then scan the texts to find which contains the answer.

D: Sam hadn't expected to win the first prize of a trip to the USA; he had planned to travel to Greece but went to the USA instead.

exam task: multiple matching

In the Cambridge exam the reading texts do not usually have engaging lead-ins, used here to interest the reader, but shorter introductory titles.

3 **e** Read through the task with the class. Students complete the exam task individually and then compare answers. Monitor weaker students and help where necessary by indicating two (as opposed to four) of the texts to choose a particularly difficult answer from. Conduct class feedback and ask students to justify their answers.

- 1 D (*I was due to go off on holiday to Greece just then, but I ended up going to the US instead!*)
- 2 C (*It was just like being on a movie set!*)
- 3 A (*... the recent boom in visitors to parts of Ireland ...*)
- 4 B (*The volcanic landscape doesn't appeal to everyone, ...*)
- 5 C (*This year, since I am studying Tolstoy's Anna Karenina at school, my mother decided the time was right to go back.*)
- 6 A (*I live in Northern Ireland, where several scenes from the Game of Thrones TV series were filmed. I hadn't realised that until ...*)

- 7 D (... but as a city boy not used to such awe-inspiring nature, I was freaking out!)
- 8 C (Russian is really difficult to learn. I was going to give it up but then I thought, No, I can do this!)
- 9 B (Mum wanted to go somewhere different for her birthday...)
- 10 D (... North Carolina, an area I recognised from pictures ... I recognised the Triple Falls and Bridal Veil Falls that had featured in the first film...)

extra: fast finishers



Fast finishers can think of one more question (or more depending on time) to ask about the texts. Allow fast finishers to ask their questions to the group after you have conducted class feedback.

- 4 Put students into groups of three or four and ask them to find the words in the texts that mean the same as those in the task. This can be a competition to see which group can finish first. Conduct class feedback. Ask personalised questions to practise the vocabulary:

What has there been a boom in recently?

What has not lived up to your expectations recently?

Name an exotic place for a holiday.

Can you name a vast area of forest in your country?

Has someone you know freaked out recently? Why?

- 1 medieval
- 2 boom
- 3 live up to sb's expectations
- 4 appeal to
- 5 exotic
- 6 have access to
- 7 vast
- 8 superb, awe-inspiring, incredible
- 9 feature
- 10 freaking out

extra



Organise students into four small groups (or pairs depending on class size). Ask each group to look again at a different text on page 23. They should try to find three or four words or phrases they think the other groups may not know, and check the meanings in a dictionary or online. Monitor and help where necessary. Bring groups together and let them take turns to offer a word or phrase to the class. If no one knows the meaning, they gain a point. Students should explain the meaning by paraphrasing and giving examples.

Sum up

- 5 Students answer the question, justifying their answers in full group. Encourage them to say why they would identify with one, or all, of the people.

Possible answer

I identify most with Alexandra. My grandmother was from Hungary, so that means I'm a quarter Hungarian. I've never been there, but I know a lot about it, and I've read some books by Hungarian authors. I also like quite a lot of traditional Hungarian dance music, and I would like to go there one day, and practise it for real.

Speak up

- 6 Students discuss the questions in pairs. Monitor and contribute to the discussions to encourage students to extend their answers. Pairs could then join another pair to exchange ideas.

Possible answers

- 1 I liked the Harry Potter films when I was younger, and I know that a lot of the places in the films and the books are not real, but there is a place near London where you can see the studios where they made the films. There is a street inside the studio, which you can visit. It's full of magical shops, and you can actually go inside and walk around. I think you can go there on a guided tour, and I'd like to do that one day.
- 2 It would be great if a film was shot in my home town, although I can't imagine it happening because my town isn't very interesting. It would be funny to see famous film stars walking around near the supermarket!

extra



Students think about locations they have seen in films. Ask them to look online to find out where these places really were, and then to describe these places to each other.

To finish

Ask students to think of an interesting place near where they live (or where you are now studying) for tourists to visit. Put them in pairs to advertise the place to their partner using words from the page but without naming the place. Their partners guess the place. Give an example: *You must visit this place because it's very old with a lot of ancient woodland ...*

Fun footer

Nominate a student to read the footer aloud. Ask students if they have similar phrases in their own language, and if so, ask them to translate the phrases into English.

In preparation for the next lesson, ask students to complete Ex 1 on page 24, read the Grammar reference on past tenses on page 144 and complete Grammar practice Ex 1. Check the answers in class after the 'To start' activity.

Presentation tool: Unit 2, Reading
 Workbook / Online Practice: pp14-15
 Extra Practice App

GRAMMAR

 SB p24

To start

Use the start of this lesson to assess students' existing knowledge of the target grammar point. Explain to students that you're going to tell them about a journey you went on. They need to listen carefully, as you'll be asking questions afterwards. Then describe what happened using a range of past tenses. For example, *Last month we went to the airport. We'd planned to get up at 6.00 and drive to the airport. Unfortunately, we overslept and finally left the house at 7.30! Then, we were getting into the car when we noticed that one of the tyres was flat. We were always having problems with that car! So, we phoned for a taxi but it didn't arrive. I was going to call them again, but then the taxi arrived. Apparently, the driver had been sitting outside the wrong house for ten minutes! By now it was 8.15! There had been an accident on the motorway so we were delayed for another 20 minutes. When we got to the airport, our flight was boarding. We were just in time!*

Ask questions, using appropriate past tenses: *What had we planned to do? Why didn't we do as planned? What happened when they left the house? Why did I complain about the car? What went wrong with the taxi? Why were we even later at the airport? Did we catch the plane?*

explore grammar

SB p144

- 1 Organise students into pairs and ask them to match the sentences with the rules in the explore grammar box. Conduct class feedback. Ask questions to check students understand each example:
 - 1 Which action was interrupted by another? (waiting is interrupted by realising)
 - 2 Did he leave early? (No, he didn't.)
 - 3 Did Paul leave his shoes there on one occasion or many? (many)
 - 4 Was making a list a regular activity, and does it still happen? (It was a regular activity, but it no longer happens.)
 - 5 When did the inspiration happen? (while looking on the internet)
 - 6 Did they visit friends in France? (No, they didn't.)


- 1 F (I'd been waiting), A (I realised)
- 2 D (I was hoping), A (I didn't manage)
- 3 C (Paul was always leaving)
- 4 G (I used to make), A (I wanted)
- 5 B (I was looking), A (I got)
- 6 D (We were going to visit), A (my sister was sick; we had to)

The Grammar reference covers past tenses with time expressions and *used to / would*. Get students to read the explanations if you haven't already, and complete Exs 1–4 on page 145. Ask fast finishers to write things they *used to* or *would* do in the past, and to compare their sentences in pairs. They can ask each other follow-up questions to find out more.


extra

Give students the beginning of sentences and ask them to complete them individually so that some are true for them and some are not true. They compare sentences in pairs and then guess which of their partner's sentences are true or false.

- 1 Last night I was planning to ... but ...
- 2 When I started primary school I used to ...
- 3 I annoyed my parents a lot when I was younger. I was always ...
- 4 Last weekend I was watching ... when ...
- 5 My friend was late at the weekend because she'd been ...

- 2  2.1 Tell students they are going to listen to an account of something that happened while someone was on holiday. They need to answer the question in the rubric. Play the recording and then conduct class feedback.

A dog had fallen down a hole in the road which some workmen had dug and then left uncovered.

- 3  2.2 Students individually complete the sentences with the correct forms and then compare with a partner. Play the recording for them to check.

- 1 was walking, saw
- 2 was going to meet, stopped, was going
- 3 had been digging, had finished, (had) gone
- 4 had fallen
- 5 called, came

- 4 Ask students if they or anyone they know has ever complained about a holiday. Ask for details if they have. Ask what people usually complain about after a holiday (for example, the accommodation, loud noise, delays to flights, illness, cancellation of excursions, etc.). Then students read the customer complaint to see if it includes any of their ideas.

Ask: *How does the customer feel? Why?* Elicit ideas about whether students feel this was a reasonable complaint and what sort of action should be taken next.

Students read the complaint again and choose the correct verb forms.

The customer feels angry because the website directions to the hotel were wrong. She wasn't able to have a proper meal upon arrival and there was no medication or cream available to treat her sunburn.

- 1 booked
- 2 happened
- 3 'd arrived
- 4 had been
- 5 was
- 6 'd given
- 7 got
- 8 arrived
- 9 'm not used
- 10 got
- 11 was sitting
- 12 managed

extra: fast finishers

Fast finishers should think of reasons for their choices. Conduct class feedback, and ask the fast finishers for reasons for the choices.

- 5 Explain the task to students and elicit an example from a strong student, for example, *I was going to do my homework last night, but I decided to watch a good film instead.* Students complete the sentences individually and then share in pairs or small groups.

Possible answers

- 1 ... there was an important football match on TV.
- 2 ... had been waiting for 20 minutes in the rain.
- 3 ... was writing him an email.

Speak up

- 6 Tell students to choose one of the ideas, not both. Give them a few minutes to think about the situation and make notes if necessary. Put them into pairs to tell their partners about the complaint or the funny event. Remind them to try to use a range of past tenses. Conduct class feedback and ask students to report on anything interesting that their partners talked about.

Possible answers

- 1 I usually catch the 3:45 bus when I go home, but yesterday, it didn't turn up. I'd been waiting there for more than 20 minutes. And when it finally arrived, the driver was so rude with everyone.
- 2 My friend David went to live in Australia with his family about a year ago. I'd been thinking about writing to him, when suddenly I got an email. It was from David. It turned out that he'd been thinking about me at the same time. But he'd written an email first!

To finish

Read through this question with the class: *Some people say that it's not worth complaining because nothing ever happens. It's better to never go back to the place or use the service again. What's your opinion?*

Put students into groups to brainstorm ideas about the topic. Then have a full group discussion, and find out what the most common opinion is.

Presentation tool:	Unit 2, Grammar
Workbook / Online Practice:	p16
Photocopiable activity:	2A
Grammar reference and practice:	SB p144
Audioscript:	SB p175

VOCABULARY SB p25

travel anecdotes and apps

To start

Write the word *anecdote* on the board and elicit the meaning (a short account of a personal experience, often amusing). Then tell students an anecdote about something that happened once while you were on holiday. Use past tenses. For example, *When I was a child my family went rafting down a river in the USA. I was sitting at the back and I leaned over the boat to look into the water. Unfortunately, I leaned too far and fell out. Luckily the water wasn't too fast or deep and I was picked up by the raft behind us! They were very kind but I felt a bit silly!* Ask students if they have a similar anecdote of their own. Encourage a stronger student to tell it to the class.

- 1 Read through the phrasal verbs in the box with the class. Ask students to work in pairs to complete the sentences. Conduct class feedback.

- 1 dressed up 2 lived up to 3 think up 4 conjured up
5 ended up 6 gave up

alternative

With a weaker group, before students complete the sentences, write these definitions on the board in random order, and ask students which phrasal verbs in the box have a similar meaning.

- imagine* (conjure up)
- put special clothes on* (dress up)
- do something eventually* (end up)
- no longer want to do something* (give up)
- be as good as you'd expected* (live up to)
- invent* (think up)

extra

To practise the phrasal verbs more, put students into pairs to talk about the following topics (write them on the board for the class to refer to).

- 1 *Something they have dressed up for recently.*
- 2 *Something they ended up doing last weekend.*
- 3 *A good excuse they once thought up.*
- 4 *Something that didn't live up to their expectations.*
- 5 *What a holiday in Iceland or the Caribbean conjures up.*
- 6 *An idea they gave up because of the weather or lack of time recently.*

explore vocabulary 1

- 2 Write this idiom on the board: *pull your socks up*. Ask students what it means. Then say: *My friend is very lazy and she doesn't work very hard. She has an exam next week and she needs to pull her socks up if she wants to pass.* Elicit that *pull your socks up* is an idiom, and its meaning is *work harder*. Explain (or remind students) that an idiom is a fixed group of words, and you cannot always guess the meaning from the individual words. Read through the explore vocabulary box with the class. Remind them that when recording idioms, they need to give a clear situation that shows the meaning and how the idiom works – not just a translation. Check through the meanings of the idioms in the box.

2 On the bucket list

VOCABULARY (Continued)

alternative

Give examples to show the meanings of each idiom. Elicit the meaning of each one.

blown away – The view was incredible. I was blown away by it. (extremely impressed/surprised)

down in the dumps – All my friends were off on holiday apart from me and I was down in the dumps for a few days. (feeling low/depressed)

high on the list – Tidying my house isn't high on my list of things to do for this weekend. (my priority)

over the moon – When I passed my driving test, I was over the moon! (very happy)

fall in love – In the film, the woman falls in love with a millionaire. (starts to have strong romantic feelings)

get into the swing/spirit of – I wasn't used to working in an office but I soon got into the swing of things. (start to understand/enjoy)

Students complete the blog. Conduct class feedback.

Ask: *Why is the word 'interesting' in line 2 in quote marks?* (It's what we say when we weren't that impressed by something but don't want to be negative). Give an example of something you found 'interesting' recently and elicit examples. For example, *The restaurant we went to was 'interesting' – everything was painted black, but I don't think we'll be going back again.*


- | | |
|--------------------------------|---------------------|
| 1 high on my list | 4 down in the dumps |
| 2 blown away | 5 over the moon |
| 3 get into the swing of things | |

watch out for

Students need to be aware that when learning or using idioms, they must be careful not to try to change individual words, as this can sound very strange. For example, *You need to pull your socks up your legs* doesn't work!

Also, advise students not to overuse idioms, as their language will sound unnatural.

explore vocabulary 2

- 3  2.3 Say to students: *I usually travel light when I go on holiday.* Write *travel light* on the board. Elicit that it means *don't take a lot of things with you*. Tell students that this is an example of a collocation: words that go together, and sound natural. We cannot say *I usually travel heavy* because the words do not collocate. Read through the explore vocabulary box with the class.

Read out the title *Great travel apps!* and the first sentence in the notes. Elicit that the answer to 1 is *experience* because it is a collocation. The words *travel* and *habits* do not go together naturally.

Elicit the type of collocation that *travel experience* is (a noun + noun collocation).

Students work individually to choose the correct alternatives and then compare answers with a partner. Conduct class feedback.

- | | | | | |
|--------------|------------|---------|--------|----------|
| 1 experience | 2 everyday | 3 enter | 4 book | 5 record |
| 6 make | 7 take | | | |

extra

Ask: *Which of these apps do you think would be useful? Would you use them on holiday? Why/Why not?*

Students work in small groups to think up a new travel app that they think most people would find useful. They should think about how it would work and write a short description so that other people can understand it. They read their descriptions to the class. Ask the class to vote on the most useful-sounding apps.

Speak up

- 4 Discuss the meaning of *digital suitcase* (apps you may need on holiday or while travelling) with the whole class. Organise students into pairs to explain what would be in theirs. Compare ideas in class feedback and see whose 'digital suitcase' would be the fullest.

Possible answer

A 'digital suitcase' includes all the apps you may need on holiday or while travelling.

My digital suitcase would include maps, so I would know where I was going. It would also include all my friends' contact details. It would probably also have lots of music on it, so I wouldn't get bored while I was travelling.

extra: whole class

Say: *Some people think it might be good for us to switch off our smart phones when we're on holiday. What do you think?* Ask half the class to come up with ideas why this might be a good idea and the other half why it might not be a good idea. Give them time to make notes. Then ask the whole class to debate the question.

To finish

Put students into pairs. Elicit the idioms and collocations from the lesson and write them on the board. Ask students to choose two which they could include in an anecdote. Organise them into small groups to take turns telling their anecdotes.

Fun footer

Ask students to read the fun footer and elicit what they think the joke is.

background

The name of the town is *Accident* and the road sign is famous. The origin of the name is still a mystery but it is thought to have got the name because two surveyors in 1774 selected the same section of land 'by accident'. They were friends, so one agreed to let the other have the land to develop. The town was called *Accident* because of this.

Presentation tool:	Unit 2, Vocabulary
Workbook / Online Practice:	p17
Photocopiable activity:	2B
Audioscript:	SB p176
Extra Practice App	

LISTENING SB p26

To start

Organise students into small groups. Tell them they are going to talk about the kind of places they like travelling to or visiting, and why. Write some suggestions on the board: *mountains, beaches, hot places, cold places, cities.*

Give an example of your own to get students started, for example, *I love going to mountains because the air is always so fresh and clean and it makes me feel relaxed.*

Bring the class together and ask students to share their results. Identify the most popular type of place in the class for students to travel to, and why.

Power up

- 1 Read through the words and phrases with the class and explain any that students don't know. Put them into pairs to discuss the questions.

Possible answer

I've been to New York City. It's a really impressive place, with some amazingly tall buildings. On my first day there, I was completely awestruck by how high they were. And everywhere in the city is easily accessible by subway. You can get from one end to the other in about 30 minutes.

- 2 Tell students they are going to listen to an interview with a travel writer. Put them into pairs to discuss the two questions. Conduct class feedback and write their ideas on the board so they can compare them with what they hear.


Possible answers

The job might involve travelling to interesting places, interviewing people, writing articles for online websites.

The attractions might be that you get to travel and see interesting places, and meet different people.



The difficulties could be that it gets tiring, you have to meet deadlines for submitting articles, you might even get bored waiting around at airports, or sitting on planes, etc.

Listen up

- 3  2.4 Tell students that the travel writer they will listen to has had several jobs, and that they should listen to identify them. Play the recording and then conduct class feedback.

He's worked in a travel agency, as a research scientist, for an online magazine. Now he is a full-time travel writer.

exam task: multiple choice: longer text

- 4   2.5 Go through the exam tip with the class. Explain that in this part of the exam, all the options contain information that they may hear on the recording, but only one of the options will answer the question exactly. Tell students that it's easier to listen for the right answer if they have already identified what the question is actually asking and the key information they need to listen for. Ask them to look at question 1 and all the options, and to underline what they think are the key words.

Ask students to work in pairs and to underline key words in questions 2-7. Play the recording so students can identify the right answers. Ask: *Did the underlined words help you focus on what you had to listen for?*

Suggested underlining

- 1 *first* (This question is asking to identify the content of first articles he wrote.)
A *inspired, history lessons*
B *combination, travel and research*
C *published, almost immediately*
 - 2 *feel, first break* (This question is asking about feelings.)
A *relieved, different ideas*
B *disappointed, took so long*
C *surprised, hadn't expected*
 - 3 *start job, travel agency* (This question is asking for the reason he started the job.)
A *learn, demanding clients*
B *a way, meet more travel writers*
C *work, other people*
 - 4 *worried* (This question is asking for the reason he felt worried.)
A *lack, formal training*
B *certain kinds of writing, more difficult*
C *too much time, social media*
 - 5 *decide, subject* (This question is asking for how he decides what to write about.)
A *any job, pay well*
B *destinations, interest him*
C *works with his colleagues, exotic places*
 - 6 *subject, award-winning article* (This question is asking about his feelings about his article.)
A *frustrated, difficulties, location*
B *reluctant, place, secret*
C *irritated, attitude, publisher*
 - 7 *most important quality* (This question is comparing qualities but only one is most important for travel writers.)
A *love, what they do*
B *desire, best*
C *belief, themselves*
- 1 B (*I went on a couple of school trips. I realised that visiting new places gave me a real buzz. So I started reading up about the places I'd seen – the history and culture, you know – and then I wrote up my impressions. I didn't know how to get the articles published, so I kept them on my computer for over a year.*)
 - 2 C (*Then finally I sent an article to a local newspaper – and to my amazement it was accepted!*)
 - 3 C (*... but I'm a sociable type of guy and missed having others to bounce ideas off. So during the university vacation, I got a job at a travel agency.*)
 - 4 A (*I found that writing about scientific matters bored me! I realised I'd made a mistake, but on the other hand, I had no qualifications in travel writing.*)
 - 5 B (*The places that inspire me are largely undiscovered parts of the country. I spend my weekends exploring those, rather than more glamorous venues abroad as my colleagues do! It's a good idea to become an expert in a certain 'niche' area ...*)
 - 6 B (*The beach I chose is in a fantastic cove but there are some very steep steps going down to it. Not a place for the faint-hearted! I'd like to have kept it for myself ...*)

2 On the bucket list

LISTENING (Continued)

7 A (Top of the list, though, is that you need to have passion for the craft of writing. If you are half-hearted, it won't get you anywhere.)

5 Tell students that the words and expressions in Ex 5 are from the recording, and are quite useful to remember.

After they have discussed what they think these words mean, conduct class feedback. They should keep a note of useful words like these so that they can use them in their writing or speaking.

- 1 an idea or opinion of what something or someone is like
- 2 to tell someone an idea to find out what they think of it
- 3 a particular type of something
- 4 to be able to change easily according to the situation
- 5 the best or most exciting
- 6 (people) lacking courage or strength

Speak up

6 Organise students into pairs and give them time to conduct some online research. They can do this in the class on their phones. Students then work in pairs to discuss the questions. Make sure that they justify their answers and give reasons for their opinions.

Possible answer

A good place to go, if you like stunning landscapes, is the north of Scotland. Parts of it are mountainous and quite remote. You can see lots of wild animals, and unspoilt lakes and forests. It's not easily accessible by public transport, but if you like being alone in nature and breathing fresh air, it's really worth going.

To finish

Once students have talked in pairs and discussed their answers to the questions in Ex 6, run a short class debate. Students (or pairs of students) each have a minute to explain to the rest of the class why their chosen place is the best one for other people to visit. The class then votes on the most persuasive talk. As this is a fluency activity, don't correct mistakes while students talk, but make a note of any recurring mistakes for future lessons.

In preparation for the Use of English lesson, ask students to read the Grammar file section on articles on page 144 and to revise the basic rules.

Presentation tool:	Unit 2, Listening
Workbook / Online Practice:	p18
Audioscript:	SB p176
Extra Practice App	

USE OF ENGLISH 1 SB p27

To start

Focus students' attention on the two photos on page 27. Ask them to suggest two similarities and two differences that they can see.

Write their ideas on the board, and highlight any articles that are used. For example, *The first picture has a ... , whereas the second picture has a ... ; The ... in the first picture is very remote, but there are ... in the second picture.*

explore grammar

SB p144

1 The Grammar reference covers articles (*a, an, the*) and the zero article. If you didn't follow the flipped classroom suggestion at the end of the last lesson, go through the Grammar reference section on articles on page 144. Get students to read the explanations and complete Exs 5 and 6 on page 145.

Put students into small groups. Assign each group a type of article (A, B or C) and ask them to look at this type in the explore grammar box and read the examples. Ask each group to then think of more examples of their particular use of the article and then present their rules and examples to the rest of the class.

Possible answers

- A *the Spanish, the middle classes, the elderly, the police, the military*
B *creativity, music, art, history*
C *a piece of cake, the real thing, on the whole, as an example*

2 Tell the class about your own ideal kind of holiday. Then ask students whether they have the same opinion, and if not, to suggest their own ideal holiday.

exam task: open cloze

In the Cambridge exam the first item in the Open Cloze task is always an example. The equivalent tasks in this unit and others do not give an example as the teacher is present to advise.

The task here tests articles and allows for a - response as this is the lesson focus, unlike the Cambridge exam task which tests a variety of structures and does not allow a - for an answer.

3 e Put students into pairs. Ask them to read the article and choose the correct options to complete it. Conduct class feedback.

- 1 - (No article is needed in front of plural nouns.)
- 2 - (No article is needed in front of plural nouns.)
- 3 - (No article is needed in front of uncountable nouns.)
- 4 the (*the* is needed in front of particular groups of people.)
- 5 - (No article is needed in front of uncountable nouns.)
- 6 - (No article is needed in front of uncountable nouns.)
- 7 the (*the* is needed in front of a specific case - *the beauty of historical architecture*)
- 8 - (No article is needed in front of plural nouns.)

9 the (*the* is needed in front of a specific case – *the ... craziness of New York*)

10 a (We use *a* to talk about one non-specific thing.)

11 a (We use *a* to talk about one non-specific thing.)

12 an (We use *an* to talk about one non-specific thing.)

13 – (No article is needed in front of uncountable nouns.)

14 a (We use *a* to talk about one non-specific thing.)

15 a / the (We could use *a* or *the* here, depending on whether we are talking about beaches in general, or a specific beach.)

extra: fast finishers



Organise fast finishers into pairs to say whether they agree or disagree with the views expressed in the magazine article.

- 4 Tell students that they're going to play a game. Tell them to read the quiz and complete the gaps with the correct article.

Students should then answer the questions for themselves, but should not show anyone else their answers. In pairs they should ask one another the questions, and try to guess their partner's chosen destination. They should make a note of the destination.

Ask students to move around the class, forming different pairs. They should ask and answer the questions, and write down each new destination.

After a while stop them and conduct feedback. Ask: *Which places did people suggest? Why?*

1 the/- 2 the 3 the 4 - 5 - 6 - 7 a 8 - 9 the 10 -

Speak up

- 5 This could be done as a speaking activity without preparation, or you could ask students to do this for homework. Ask them to search online for information about a place of their choice. They could make a short two-minute presentation to the class at the start of the next lesson.

Fun footer

Ask students what they think the quote means. Give them time to discuss their ideas in small groups. Then conduct feedback.

Possible answers

You can't find out about other countries from other people's opinions. It's better to find things out for yourself than to rely on others.

background



Aldous Huxley was an English writer (1894–1963). He wrote nearly 50 books, including *Brave New World* and was a respected intellectual.

To finish

Write the names of some countries on the board (not the students'), for example, England, Japan, Italy, France, the USA, etc. Ask students: *What comes to your mind when you think of these countries?* Suggest that they focus on people, history, food, weather, etc.

Elicit students' views. They might suggest things like *It always rains in the UK. People in Italy eat a lot of pasta. Japanese people are very healthy and live a long time. The food in France is excellent.*

Ask students how true they think each view really is.

Organise students into pairs and ask them to list some things that other people might believe about their country. Then they work in groups to compare their ideas and discuss how far each of these ideas is true.

Presentation tool:

Unit 2, Use of English 1

Workbook / Online Practice:

p19

Grammar reference and practice: SB p144

Extra Practice App

USE OF ENGLISH 2 SB p28

To start

Ask students the following questions:

Where is Mount Everest? (It's in the Himalayas. It sits on the border of China and Nepal.)

Why is it famous? (It's the tallest mountain in the world.)

What do you know about it? (Students' own answers.)

1 Ask students to skim the article quickly to find the answer to the two questions.

1 natural disasters

2 overcrowding, damage to the ecology

explore vocabulary

2 Write the word *collocation* on the board. Ask if they can remember what this means (words that are commonly used together). Go through the explore vocabulary box with the class.

watch out for

Remind students to make sure they use the right words in a collocation. For example, we say *take risks*, not *make risks*. Say the nouns below and ask students to call out the right verb.

harm (do) *an impact* (have) *jobs* (provide)

alternative

Before asking students to complete the newspaper article, check that they understand the collocations in the explore vocabulary box. Ask the following questions.

Which collocation means to have a very big effect (huge impact).

What sort of things do you do if you 'take risks'? (do dangerous activities like climbing)

What are some of the signs of 'global warming'? (rising sea levels, more extreme weather)

Which collocation means to do damage? (do a lot of harm)

Ask students to read the article again and in pairs, choose the correct collocation. Conduct feedback, and elicit the full collocation for each answer. This will help them to remember it.

1 run into 2 natural 3 goal 4 attempt 5 use 6 risks
7 sign 8 mass 9 having 10 cause 11 cope 12 twice

3 Tell students that they are going to read about Venice. Ask: *Do you know anything about the problems Venice faces?* Ask them to read the text to identify the problems.

There are too many tourists. The city is often flooded.
This leads to the erosion of buildings.

exam task: multiple-choice cloze

In the Cambridge exam the first item in the Multiple-choice Cloze task is always an example. The equivalent tasks in this unit and others do not give an example as the teacher is present to advise.

The items tested here are all collocations, which is the focus of the lesson, unlike the equivalent task in the Cambridge exam which tests a wider variety of types of items.

4 e Go through the exam tip, and remind students of the importance of reading a text first so that they understand the topic and the general point it makes. As with the open cloze task, they should always read the whole sentence and not just look at the gap before they read the options. They often need to identify the option that completes a collocation. If they don't actually know the collocation, they could try saying each option quietly to see which one sounds best.

The answer for question 2 in Ex 4 is A, *cope*. The words *handle*, *manage* and *accept* are not followed by the preposition *with*. They all take an object (e.g. *handle a situation*).

Ask students to work in pairs to choose the best answers. Go round and monitor how they are approaching the task. When you conduct feedback, make sure that they can tell you why they think the other options are not possible.

- 1 B – *tourist season* is a collocation; *time* doesn't collocate with *tourist*. The words *group* and *attraction* are collocations with *tourist* but don't make sense in the sentence.
- 2 A – *handle*, *manage* and *accept* are not followed by *with*.
- 3 D – *tourism* is a noun. *Mass tourism* is a fixed phrase. Although *enormous*, *huge* and *large* have a similar meaning, they don't collocate with *tourism*.
- 4 B – the meaning is 'earn enough money' and the collocation with this meaning is *make a living*; *win*, *take* and *work* don't create a collocation with *a living*.
- 5 C – the meaning is 'having a bad effect'. The word that completes the collocation is *impact*.
- 6 A – the meaning is similar to 'a good standard of life'. Although *value* and *worth* have this idea, they don't collocate with *of life*; *importance* has the wrong meaning.
- 7 D – the collocation is *cause damage*. *Give* and *produce* don't collocate, and *prevent* has the opposite meaning.
- 8 C – *fail*, *destroy* and *finish* all need to have direct objects. They also don't have the right meaning.

To finish

Tell students to close their books. Say the word *tourist* and ask students what collocation this word was part of in the text (*season*). Then check that they have understood the meaning of this collocation by asking: *When is the tourist season in your country?* Go through the other collocations from Ex 4 in this way.

cope with (What do you find hard to cope with when learning vocabulary?)
mass tourism (Is this a lot of tourists or a few?)
make a living (How would you like to make a living in future?)
negative impact (What has a negative impact on your studies?)
quality of life (Does a lot of free time improve your quality of life or not? Why?)
cause damage (Is this something good or bad? Why?)

Presentation tool:

Unit 2, Use of English 2

Workbook / Online Practice:

p20

Extra Practice App

To start


Tell students some kinds of holidays you enjoy, and why you enjoy them. For example, *I love walking holidays because I find them relaxing.* Ask one or two students what kind of holiday they enjoy most. Write reasons for choosing holidays on the board. Ask: *Have you ever had a holiday you didn't enjoy? What happened?*

Power up

1 Put students into pairs and ask them to discuss the photo.


Possible answers

It shows a beach holiday, perhaps in a sunny country like Italy, with several beach umbrellas and sunbeds. People who like this kind of holiday enjoy relaxing near the sea for most of the day, and doing little else except reading or sleeping.

2  2.6 Tell students they are going to listen to three people talking about their holidays. Play the recording and ask students to write down the questions the people are asked and any important vocabulary they use.

- 1 Where do you like spending your holidays?
(staying in my home town, I can do what I like, lots of things on in the summer, music festivals)
- 2 What do you like doing during your holidays?
(activity, learning a new sport, a language course, met students from all over the world)
- 3 Where did you go during your last summer holidays?
(family holiday to Croatia, fantastic weather, interesting historical sites, beaches were rather crowded)

useful language: explaining/giving reasons; giving examples

3  2.7 Go through the useful language box, and point out that when answering questions, students should give a reason for their ideas where possible. Play the recording again and ask students to identify the words and phrases in bold that the students use.

I like staying in my home town during the holidays. **Because** I don't have school, I can do what I like every day.

There are also lots of things on in the summer, **such as** music festivals and things like that, **so** I don't mind not going away.

I prefer to do some sort of activity when I'm on holiday, **like** learning a new sport ...

Last year, **for example**, I did a language course ...

It was great, **as** we had fantastic weather ...

extra


Put students into pairs. Tell them to imagine that they have both just returned from different holidays. One holiday was good and the other one was not so enjoyable. Tell them to ask one another questions about their holiday. In their answers, they should give reasons and examples of things that were good or bad, and why they did or didn't enjoy the holiday.

Speak up

exam task: interview

→ SB p162

In the Interview section of the Cambridge Speaking test the questions are not related to each other and are all stand alone questions, unlike questions 2, 3 and 5 in this task

4  **e** Go through the exam tip box. Remind students that in the first part of the Speaking test, they are asked personal questions. They should give interesting answers, and always give a reason or explanation for what they say.

Possible answer

For example, we might go to the cinema or go to someone's house and watch a film, and sometimes we go to the shopping mall and hang out.

Tell students they are going to work in pairs and ask each other the questions in the Questionnaire. As they work, go round and monitor each pair. Assess how well they are doing the task so that you can give feedback. Focus on the following points. Is the student engaged in the conversation or giving rehearsed answers? Does the student achieve the task? How well? If students are struggling with the task, organise them into different pairs and ask them to repeat the task. After a few minutes, stop them and ask for any answers that were particularly surprising or interesting.

Model answers

- 1 I spent last summer visiting my relatives who live near a beach. I went swimming nearly every day, or playing on the beach.
- 2 I was with my uncle, aunt, and my three cousins.
- 3 I didn't take many photos, because I was too busy having fun. I don't usually share photos online.
- 4 I didn't have time to read any books, unfortunately! I usually read when I have to spend time indoors, and the weather is bad.
- 5 I took a few selfies with my cousins. There is one of us standing on a big rock in the sea. It's really funny because it looks like we're far out at sea.
- 6 One of my cousins plays guitar, and in the evening, when the sun went down, he often played it. I'll remember that more than any other kind of music.
- 7 It's always good to meet up with people who know a place well, because they can show you secret places that only locals know about.
- 8 The worst souvenir I've ever received was from my uncle. He bought me a T-shirt that said 'My uncle went to London, and all he bought me was this T-shirt!' He thought it was really funny, but I didn't. I've never worn it.

2 On the bucket list

SPEAKING (Continued)

Speaking extra

- 5 Put students in groups to tell an anecdote based on the photo. Monitor the groups, but don't correct the language, as it is a fluency activity. Ask the group with the most interesting story to tell the rest of the class.

Model answer

I was walking on the beach one day, having a sandwich I'd bought in a shop. I'd finished most of it when suddenly, a huge shape appeared in front of my eyes, and grabbed a piece of bread in my hand. It was an enormous seagull! It made a loud noise and disappeared.

Then, about 10 more seagulls flew down around me. I still had one last piece of bread in my hand, and all the seagulls knew about it. I tried shouting to make them go away, but they didn't. The same seagull which had taken my bread dived at me again, and tried to take my last piece. I quickly ate it before it had another chance.

Next time I go to the beach, I won't take food with me!

Fun footer

Read through the fact with the class. Ask students to use their phones to find similar facts on the internet about a road, train line, mountain, etc. in their own country. Then ask them to share their facts in small groups.

To finish

Ask students to write their own question, similar to the ones in the Questionnaire, and go around the class asking as many other students as they can. Students can report their findings in small groups.

Presentation tool:	Unit 2, Speaking
Workbook / Online Practice:	p21
Speaking file:	SB p162
Audioscript:	SB p176

WRITING SB pp30-31

To start

Ask students to look at the photo on page 30, and discuss the following questions: *What is she doing? How does she feel? How do you know? How would you feel in the same situation?*

Power up

- 1 Put students into small groups to discuss the questions. If necessary, tell them that the girl in the photo is water-skiing. Give them some more examples of water sports: surfing, sailing, diving, canoeing, fishing, etc.

Possible answer

I like swimming, but I'm not very good at it yet. I'd love to try surfing one day. I've seen people surfing in the sea and it always looks so cool. I think I'd need some special equipment or clothes, and of course, I'd need to take lessons. First though, I need to become a stronger swimmer, and learn how to swim in the open water.

- 2 Elicit suggestions for what can make a holiday enjoyable or can spoil it. Write the three main ideas on the board, and ask students to explain their ideas. Ask them if they have any particular examples of their own to support their ideas. If necessary, help them by giving your own example, for example: *I once went on a beach holiday and it rained every day.*

Possible answers

good: being with friends, having good weather, having lots of things to do and see

bad: bad weather, not having enough money, becoming ill

Plan on

- 3 Tell students they are going to write their own article about a holiday. Ask them to read the task and underline what they need to do (write an article and the best and worst things that happened on a trip or holiday). Ask students to read the article and ask: *Have you experienced anything similar?* Ask them to briefly write their own answer to this question, and give their writing to another student to read.

Possible answer

I had an experience once when something went wrong on holiday. We were driving from our hometown to the beach on a long five-hour journey. It was the first day of our two-week holiday and I was having a sandwich in the car. Suddenly, I felt something bad happen to my tooth. I'd broken it!

It was too late to go back home, so I had to spend the next two weeks with a broken tooth. I felt terrible, and I couldn't eat anything on holiday except soup or soft food. I couldn't even eat ice cream, because the cold hurt me too much.

- 4 Tell students that this is a good article. Ask: *Can you find four good things about it?* Point out that the article has a good title, it gives examples and details to explain why the trip was good or bad, the language is interesting and informal, and it is easy to follow, with a good introduction and conclusion and clear paragraphs. Ask students to underline phrases that could help them when writing an article.

Possible answers

My most enjoyable holiday experience was when ...
Of course, I ...
By the end of the holiday, I ...
It was ... that ...
We were ... when ...
Luckily, I ...
I think it's better to ...

- 5 Tell students they're going to read another article written about the same task. There are four things wrong with it. Ask students to read it in pairs and identify the four things.

There is no title.
The ideas are all mixed up,
It is not separated into paragraphs and there is no introduction or conclusion.
It's too short.

extra

Ask students whether there are any good things about the article. Point out that the language is interesting and informal: *a disaster, rained steadily, scared of heights*, etc. There are also examples to explain what went wrong and what was good about the holiday.

- 6 Remind students of the interesting language used in the first article. Point out that in the Cambridge First exam, marks are given for following the conventions of the genre. An article should hold the reader's attention, as well as inform the reader. This means using interesting language appropriately. Ask students to find the phrases from the box in the articles. Then put them into pairs to practise saying a sentence using each of the phrases.

Possible answers

I can't wait for school to finish and the summer holidays to begin.
I feel sorry for people who pay a lot of money for a holiday, and then something goes wrong.
If you want to gain confidence in speaking English, it's a good idea to find some friends to practise with.
I hope nothing goes wrong with our car while we're travelling.
My friend says he's going to Japan for a holiday. I can't believe it!
I'm looking forward to starting my water-skiing lessons next week.
Sunny weather usually makes people feel better.
I'm scared of heights, so I would never try anything like bungee jumping.
I hope it doesn't rain tomorrow. It will really spoil the day.

explore language

- 7 Write these examples of linkers on the board, and ask students what type of linker it is.

We were on holiday in the UK, and even though the water was cold, I went out every day. (concession/contrast)

I was horrified because I hadn't had the phone long. (cause/result)

Go through the explore language box and ask students to complete the sentences using linkers from the box. There may be more than one possible answer, and there is one linker they don't need to use.

1 Since/Because 2 Although/Even though
3 though/however 4 However 5 so

extra: fast finishers



Ask students to write one or two more sentences using a linker they didn't use from the explore language box. They then swap their sentences with a partner to check.

Write on

exam tip

- 8 Go through the exam tip. Conduct class feedback.

Possible answers

enjoyable, cold, I didn't give up, I can't wait, horrified, I'm afraid that spoilt, disasters, good times

Students read the task in Ex 3 again. Ask them to decide which holiday or trip they want to write about, and discuss what they can say about the good and bad aspects of it. Ask: *What title will you give to your article?*

- 9 Read through the points in the checklist with the class, to remind them of what they should think about when they write an article. Offer help and encouragement as they plan and write their articles.

exam task: article

↪ SB p169

- 10 e** Students write their article. Alternatively, you can ask them to do this for homework, and Exs 11–13 can be completed at the beginning of the next lesson.

Model answer

Family times together

Holidays are times for relaxing and enjoying yourself. Sometimes, though, things don't work out as planned.

Last year we stayed in the UK and my parents had booked a week in Devon. I had really been looking forward to this after working hard for my exams. Unfortunately, it was a disaster! It rained steadily for six days. I couldn't believe it. My only views of the sea were through the car windows. I also actually felt sorry for my parents since they had paid to hire a cottage and we didn't see much of Devon at all. However, we played lots of board games inside, and I won every time!

My best trip away was on a day trip to Paris. Even though I'm a bit scared of heights, we went up the Eiffel Tower! Then we had a boat trip down the River Seine through the centre of Paris. I even managed to practise my French with some French students. It was really an experience I'll never forget.

In the end, memories of family times together are good to have, even if things weren't quite perfect at the time!

Improve it

- 11** Remind students that in the exam, they should always read their final answer through before handing it in, so this is a good habit to develop now. Encourage students to use the checklist every time they write an article to make sure that they have covered all the relevant points. Make sure they check their answers for grammar, vocabulary and spelling mistakes, and that they organise their writing into paragraphs with an introduction and a conclusion.
- 12** Encourage students to support each other in a positive way as they do this exercise.
- 13** When you check students' work, rather than commenting on every aspect of the article, concentrate on the items in the checklist. Focus especially on whether students used a range of past tenses accurately, as well as collocations. Remember to praise good language as well. Choose a strong essay to display on the IWB if you have one and ask the class to read it. Alternatively, read the essay out to the class. Ask students to explain why it is a successful article and how well it addressed the points in the checklist.

To finish

Focus students' attention back on Ex 3, and point out that the winning article could see students go on the 'trip of their dreams'. Ask students to imagine what the trip of their dreams would be like. Put them into pairs to explain their ideas.

Presentation tool:	Unit 2, Writing
Workbook / Online Practice:	p22
Photocopiable activity:	2C
Writing file:	SB p169

SWITCH ON SB p32**Sidi Driss**

- 1** Draw a location that students will know on the board, for example, the interior of a restaurant or a square in a town. Ask students to guess where it is. Elicit some sensory information, for example, what you can see, smell or hear there, or what the temperature is like. Then ask students to do the same in pairs. Tell them that, if they wish, they can choose a fictional place from a film, book or TV series, but it should be one that other student are likely to know. Monitor and give help, especially regarding the sensory information. Ask: *What sounds are there? What can you see? Is there a special smell?* Conduct class feedback and ask students to vote on which of the places described would be the most popular to visit and why.

Possible answer

I'm going to describe Matteo's, the Italian restaurant. It's usually quite noisy inside because there are lots of people. It's a really popular place. It's nice inside because all the walls are covered with shelves, and on the shelves are displays of different types of pasta, bottles of sauces, and so on. You can see the kitchen, and the chefs busy making things. It's great to order a pizza and see them making it, throwing the bread in the air, covering it with sauce and cheese and then putting it inside the hot oven. If you sit at a table near the kitchen, it makes you really hungry when you're waiting and you smell all that food!

- 2** Ask students if they have seen the first *Star Wars* movie from 1977, or the 2002 film *Attack of the Clones*. If they have, elicit anything they can remember about the character Luke Skywalker, or his home planet. Tell students that they are going to see a video clip of a location used in these films. Play the video clip and ask the class why Sidi Driss attracts so many tourists.

It is the film location of the planet Tatooine in the *Star Wars* films.

background

Matmata is a small town in southern Tunisia where many traditional underground homes can still be found. These homes were built from deep pits, with caves leading from them to serve as rooms linked by passages. People lived here (and some still do) as protection against enemies. Heavy rains in 1967 caused the structures to collapse. However, many families refused to live in the town and repaired the caves and continued to live there. The Hotel Sidi Driss is adapted from one of these homes and is a tourist destination. In 1977 and later in 2002, it was used in the *Star Wars* films to represent the interior of Luke Skywalker's home on the planet Tatooine.

- 3** Read through the questions with the class. With a strong group, ask if they can remember the answers and play the video clip again to check. With a weaker group, play the clip again and then ask for their answers.

Possible answers

Visitors felt amazed, happy, nostalgic, relieved or connected. They felt compelled to touch and smell the place. They thought it was still in surprisingly good condition.

- 4 Ask students if all the visitors to Sidi Driss have been *Star Wars* fans (no, one woman has never seen the movies).
Ask: *Why might she have visited the place?*

Possible answer

She went with someone who was a fan. She heard it was a tourist attraction, so went along to see what it was like. She was intrigued and wanted to learn more. We hear from another visitor that Tunisian architecture is unique.

- 5 Students discuss the question in pairs.

Possible answers

It felt like the culmination of years of dreaming. It was satisfying to achieve a goal. Sometimes the things you want to do the most feel like they will never happen, so it must have been emotional for them when it did. It was a reward at the end of a long journey. It can be hard to know quite what to expect when you are about to do something you're really excited about, and it must have been amazing to find that it lived up to expectations. It was an opportunity to meet up with other fans.

Project

- 6 Ask students to read the steps for the project. If your class is large, this project may be a little unwieldy to do, so split the class into smaller groups. It may be more practical to copy and enlarge outlines of a world map rather than ask students as a group to draw one. It may be that each group (or the class) has a relatively good artist who can do this as his/her part of the project. The map should be poster sized.

Step 3 can be done as homework, with students researching locations online. Advise groups (or nominate different students in a class group) to delegate responsibility for writing cards about different films to members of the group. Students should consider and present the advantages and disadvantages of filming in these different locations. Ask them to think about the practicalities of shooting in a particular location, how it affects the crew, the actors, the directors, etc. Finally, each pair or group of students presents their findings to the rest of the class. Follow up with a discussion about the most interesting locations.

alternative



Organise students into smaller groups and allocate a continent to each group. Then follow the steps for the original project. This time, however, students should research film locations on their given continent. When students present the location from their continent, allocate a wall (or part of a wall) in the classroom as a different continent. Students place their pictures or cards on the relevant walls and they can walk round to view the different results.

Presentation tool:
Switch on videoscript:

Unit 2, Switch on
TB p171

INDEPENDENT LEARNING

SB p32

Feedback

- 1 Feedback is a potentially sensitive topic. It is very useful for students to be able to comment and learn from others' comments, but some students may take it personally and it has the potential to create friction within a group. Bear this in mind when deciding whether it is appropriate for your students. Say the words *peer feedback* and ask students what they think it means (when you comment on another students' work, or strengths and weaknesses). Ask them to suggest when it can be helpful and when it can be unhelpful. Ask them what the person giving feedback can do to make it helpful and also how the person receiving the feedback should react. Note any interesting suggestions on the board. Then ask students to do the task individually. Conduct class feedback and compare with any ideas you noted on the board.
- 2 Put students into pairs to share the articles they wrote. Ask them to assess their own work by finding good points and mistakes they will try to avoid in the future. Ask them to also comment on their partner's. Monitor and make sure students are making positive comments, and using phrases from the *When giving feedback* box to make comments which are less positive.
- 3 You could ask students to reflect on this task and complete it for homework. Students note down two things they will try to do better next time they write an article. At the beginning of the next class, conduct class feedback about some of the main things that students would like to improve in future.

Possible answers

- 1 I will try to pay more attention to using linkers, so that I can make longer, clearer sentences.
- 2 I will try to include a variety of language, like adjectives and idiomatic expressions, to make my articles more interesting.

UNIT CHECK

SB p33


Note on core language: The Unit check tests idioms and collocations, past tenses and articles.

Practice


- 1 1 was blown away
- 2 was high on my list
- 3 fell in love
- 4 was over the moon
- 5 got into the spirit of things

2 Model answer

There is a place I've been to which is a high hill. You can get there by car, or by public transport. In the winter, there is a large slope, and if it has been snowing, it's a popular place for sledging. From the top of the hill, in one direction, you can see nothing but other hills and forests stretching all the way into the distance. In the other direction, you get an amazing view of the city. You can see for miles, and it's probably one of the best places I know to come for a picnic.

- 3  2.8 1 summit 2 couldn't believe 3 scared of heights 4 achieving my goal 5 gain confidence 6 can't wait 7 'm looking forward 8 spoil the day

Review

- 1 1 arrived, had been 2 have texted 3 had been working 4 were going 5 had eaten 6 was running, tripped 7 used to
- 2  2.9 1 had been planning 2 organised 3 felt 4 would normally visit/normally visit/normally visited 5 has been 6 had been having/had had
- 3 1 an 2 - 3 a 4 the 5 - 6 The 7 a 8 the 9 a 10 the 11 - 12 - 13 - 14 -
- 4 1 best 2 had 3 was 4 so 5 by 6 although/though 7 am 8 more
- 5 This Sentence Transformation type task only has five items instead of six and they test past tenses, which has been the focus of the unit.
 - 1 has been travelling abroad for
 - 2 used to tell
 - 3 we were having
 - 4 was thinking of taking
 - 5 have had this tablet since
- 6 Students' own answers.

GRAMMAR FILE

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- 1 1 A 2 C 3 C 4 B 5 A
- 2 1 used to 2 get used to 3 isn't used to 4 didn't use to 5 used to/would 6 got used to 7 wasn't used to
- 3 1 had been waiting 2 was always taking 3 had already finished, arrived 4 was going to ring 5 was going to arrive 6 was raining, was blowing
- 4 1 had been following 2 asked 3 rushed 4 were watching 5 announced 6 nodded 7 thought up 8 had happened
- 5 1 - 2 a 3 the 4 - , the 5 a 6 an
- 6 1 a 2 - 3 a 4 the 5 - 6 the 7 the/- 8 the 9 the 10 the/- 11 - 12 the 13 - 14 the 15 -

Presentation tool:

Unit 1, Unit check

Workbook / Online Practice:

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Audioscript:

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