

# 3.1

## In this lesson

### Lesson aims:

- Vocabulary: going on holiday

### Resources:

- Vocabulary worksheet 3.1, p. 149
- Tests: Vocabulary check 3.1

### Homework:

- Workbook Unit 3, p. 24

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 3, 4 and 8
- Peer learning: Exercise 5 and 10
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Write *Holidays* on the board. Ss take turns to say any holiday words they know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Ss quickly look at pages 34–35 and offer ideas in turns: *Today we will talk about going on holiday.* Write the lesson objective on the board.

### Lead-in

- Teach new vocabulary with these sentences. Write the words you are teaching on the board and have Ss repeat. *Another way to say look at a place is explore an area. Walking in walking boots is called hiking. When you visit somewhere for a day it's a day trip. On a guided tour a person shows you a place and tells you things about it. Snorkelling is swimming in the sea to look at fish. The food from a place is the local food.*

### Exercise 1

- After Ss discuss in pairs, ask the questions and have Ss raise their hands to offer answers.
- Write the verbs on the left and the nouns on the right of the board and have different Ss draw lines to match. Ask *Do you go sightseeing?*

### In this unit

#### Vocabulary

- Going on holiday
- Phrases with get

#### Grammar

- Past Simple affirmative and negative
- Past Simple questions and short answers

▶ 13–14



3.2 Grammar video

▶ 15



3.2 Grammar animation

▶ 16



3.3 Grammar animation

▶ 17



3.4 Communication video

▶ 18



BBC Culture video

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# Going on holiday

## Vocabulary I can talk about holiday activities.

I know that!

- What do people usually do on holiday? Match the words to make expressions.

buy do go read stay visit

a guidebook a museum a souvenir in a hotel sightseeing water sports

buy a souvenir do water sports, go sightseeing, read a guidebook, stay in a hotel, visit a museum

Julie Reed and her parents are planning their next holiday. This summer they would like to go to Crete, an island in Greece.



Do you read a guidebook? Why?

Answers → student page

### Exercise 2 2.1

- Ask Ss questions to consolidate understanding. *What do you need a bike/tent/walking boots for? What is the local food in your town? What can you go on at a museum? Is snorkelling swimming or flying?*
- Ss work in pairs to answer the questions. Ask different Ss to offer answers using the Lollipop stick technique.

### Exercise 3 2.2

- Check answers using the Lollipop stick technique. Ask Ss what reason each member of the Reed family gives for their choice.

### Answers

Julie would like to go camping and go hiking. Mrs Reed/Mum would like to go cycling and go on a boat trip. Mr Reed/Dad would like to go on a guided tour and try the local food.

### Exercise 4

- Ss work individually and then compare answers with a partner.
- Check answers using the Basketball technique.

Answers → student page

- Critical thinking** Ss think of things you need for each holiday activity, e.g. a hat for the beach, money for local food, a torch for camping etc.

- 2 2.1 Listen and repeat. Look at page 34. What would the Reed family like to do on holiday?

### Vocabulary Going on holiday

explore an area / a city / a town go camping  
go cycling go hiking go on a boat trip  
go on a day trip go on a guided tour  
go snorkelling go to the beach try the local food

Julie would like to ...

- 3 2.2 Listen to the Reed family and check your answers to Exercise 2.

#### 4 Match 1–5 to a–e.

- 1 ☐ c When you explore an area,
- 2 ☐ a When you go snorkelling,
- 3 ☐ b When you go camping,
- 4 ☐ e When you go on a day trip,
- 5 ☐ d When you go to the beach,

- a you can see what's under the water.
- b you sleep in a tent.
- c you walk around and learn about it.
- d you often have sand in your shoes.
- e you leave in the morning and return in the evening.

- 5 **Exam Spot** Complete the text. Use the Vocabulary box to help you.

## Crete – the perfect place for a holiday!

- You can <sup>1</sup> go to the beach every day, swim and go <sup>2</sup> snorkelling in the clean blue water.
- You can also go on a boat <sup>3</sup> trip to some small islands near Crete.
- Do you enjoy walking? You can go <sup>4</sup> hiking in the mountains.
- Are you interested in history? You can go on a guided <sup>5</sup> tour and see famous places like Knossos or you can <sup>6</sup> explore old towns, like Rethymnon and Chania.
- And of course, you can try the local <sup>7</sup> food. It's delicious.



- 6 2.3 What are the Reed family doing today? Listen and match the days to the activities.

Monday Tuesday Wednesday  
Thursday Friday

- a They're at the beach. Wednesday
- b They're trying the local food. Tuesday
- c They're going on a day trip. Friday
- d They're going camping. Thursday
- e They're exploring an old town. Monday

#### 7 Read the comments and write suggestions using the activities in the Vocabulary box.

- I love swimming and looking at the animals in the sea.  
*Why don't you go snorkelling?*
- I don't want to stay in a hotel.
- I love walking in the mountains.
- I want someone to tell me about the famous places.
- I like sitting in the sand and looking at the sea.

#### 8 Act out the dialogues from Exercise 7 in pairs.

#### 9 In pairs, finish the sentences.

- You need special clothes or equipment to ...  
*go snorkelling, ...*
- In the city you can ...
- When you go to the seaside you can ...

- 10 Make a list of five activities you would like to do on holiday. Start with the one you would like to do most. Then compare your lists in small groups.

I remember that!

- go on a boat trip
- try the local food
- go hiking
- go to the beach
- go camping

### Exercise 5

- This is preparation for the CYCLET Flyers Reading and Writing test Part 3 and Breakthrough, Reading and Writing, Task 5.
- Ss work individually and then swap books with a partner.
- Ask different Ss to offer answers. Write the answers on the board. Ss mark each other's work and give each other feedback using the Three stars and a wish technique.

Answers → student page

### Exercise 6 2.3

- Ask Ss what words they think they will hear in each situation, e.g. *at the beach: hat, swim*. Play the audio.
- Ask different Ss to offer answers.

Answers → student page

### Exercise 7

- Ask two Ss to read out the example. Ss work in pairs.
- Ask different pairs to offer ideas.

### Exercise 8

- Ss work in different pairs.
- Monitor pairs for correct pronunciation.
- Use the Basketball technique to bring forward pairs and do the activity.

### Exercise 9

- Read out the example and ask Ss to raise their hands to offer more ideas.
- Ask different pairs to tell the class their ideas.

### Exercise 10

- Read out the example to Ss. Ask them to raise their hands to offer more ideas, e.g. *go swimming*. Write their ideas on the board.
- Ss discuss in pairs using the Think-pair-share technique.
- Ss compare lists in groups. Encourage them to give reasons for their choices.
- Ask groups to say their top two activities. Have a class vote for the favourite activity.

### Extra activity

- Play holiday Bingo. Give each student a piece of paper and tell them to draw a grid with six squares on it. They write a different holiday activity in each square. Say *I'd like to ...* and say each activity from the vocabulary box in any order. Ss cross out their activities when they hear them. When they cross out all their activities they shout *Bingo!*

### Finishing the lesson

- (Books closed) Ss take turns to say one vocabulary item from the lesson. Ask different Ss to write them on the board.
- Ask different Ss which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

### Fast finishers

- Ss write down a small plan of what a tourist can do on a five-day holiday in Ss' home town, e.g. *On Monday, you can go cycling.*



# 3.2

## In this lesson

### Lesson aims:

- Grammar: Past Simple affirmative and negative

### Resources:

- Grammar worksheet 3.2, p. 156
- Tests: Grammar check 3.2

### Homework:

- Workbook Unit 3, p. 25
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 2, 5, 6, Get Grammar!, Extra activity and Exercise 9
- Peer learning: Exercise 9
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Give Ss one minute to write down as many new words from L 3.1 that they can remember. Check answers using the Lollipop stick technique.
- Set the goal of the lesson. Say *Today we will learn to use the Past Simple affirmative and negative.* Write the objective on the board.

### Lead-in

- Ask *What do you take with you on holiday?* Ss raise their hands to offer ideas.
- (Books open) Ss look at the photo story and make suggestions about what it is about.

### Exercise 1

- After answering check comprehension with the True/False response cards: *The Nicholsons are going away on holiday. They have to catch a train. They go to the airport in their car.*

Answers → student page

### Exercise 2

- Ss read the statements, choose an answer and read the text again to check.
- Check answers using the Lollipop stick technique.

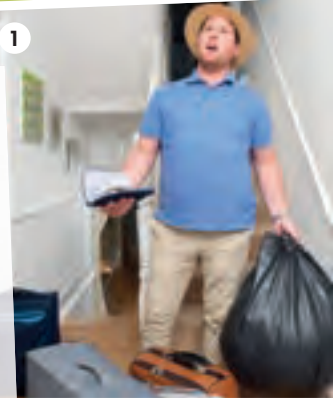
# 3.2 Grammar

I can use the Past Simple in affirmative and negative sentences.

## I didn't know that

*The Nicholsons are going away on holiday today.*

**Dad:** Come on, everyone! We have a plane to catch! ... Angela, where are the passports?  
**Mum:** Well, they were on the stairs a few minutes ago.  
**Dad:** Here they are! Sorry, I didn't see them. I'm putting them in the ... Why's the rubbish still here? George? I asked you to take out the rubbish an hour ago!



**Dad:** The rubbish was your job, young man! It wasn't mine!  
**George:** Sorry, Dad, I didn't hear that.  
**Dad:** Oh, forget it!

**Dad:** That's weird! I'm sure I closed that suitcase last night.  
**Harry:** My backpack was full, so I took out some of my stuff and put it in that suitcase.  
**Dad:** What on earth is this?  
**Harry:** It's my pillow. You know I can't sleep without it.  
**Dad:** No, I didn't know that. Take it with you on the plane ... Angela, don't forget to lock the back door, OK? Give me a hand, boys!



*Finally, they got into the taxi and left for the airport.*



**Dad:** Oh, no!

1 13 2.4 Watch or listen and read. How are the Nicholsons going to the airport? *by taxi*

2 Read the story. Circle the correct answer.

- Dad is looking for the passports / rubbish.
- They were on the stairs / in the kitchen.
- It was Harry's / George's job to take out the rubbish.
- Harry / Dad put the pillow in the suitcase.
- Dad asks Harry to take the suitcase / the pillow with him on the plane.

3 2.5 Listen and repeat. Find these expressions in the story.

That's weird! What on earth ...?

Say it!

4 Guess! What's wrong? Have a class vote.

- Mrs Nicholsons forgot to lock the back door.
- They left their passports at home.

5 14 2.6 Now watch or listen and check.

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Answers → student page

### Exercise 3

- Read out the sentences. Ask students to say phrase from the Say it! Box that goes before it.  
*It's my cat in a bag!*  
*My passport was here on the table a moment ago.*
- Ask different Ss to suggest their own phrases.

Answers → student page

### Exercise 4

- Critical thinking** Ss discuss the options in pairs.
- Do a class vote for the most popular guess using their response cards.

### Exercise 5

- Ss watch or listen to check their choice.

#### Video/Audio script

**Mum:** Darling, can I have the passports, please?  
**Dad:** Oh, no!  
**Mum:** Please, tell me you didn't leave them behind!  
**Dad:** I put them in the travel wallet.  
**Mum:** And where's the travel wallet?  
**Dad:** Back home! I left it on the stairs!  
**Mum:** We've got just enough time to go and get it!

- Ask Ss: *Where is the travel wallet? Who left it there? Have they got time to get it?*
- Involve Ss. Ask *Imagine you forgot your passport. How would you feel?*

Answers → student page

## Grammar

## Past Simple affirmative and negative

+	-
<b>to be</b>	
I/He/She/It <b>was</b> here.	I/He/She/It <b>wasn't</b> here.
We/You/They <b>were</b> here.	We/You/They <b>weren't</b> here.
<b>Regular verbs</b>	
I/You/He/She/It <b>closed</b> it.	I/You/He/She/It <b>didn't close</b> it.
We/You/They <b>closed</b> it.	We/You/They <b>didn't close</b> it.
<b>Irregular verbs</b>	
I/You/He/She/It <b>heard</b> that.	I/You/He/She/It <b>didn't hear</b> that.
We/You/They <b>heard</b> that.	We/You/They <b>didn't hear</b> that.
<b>Time expressions</b>	
yesterday, last night, last Tuesday, last month, last year a few minutes ago, an hour ago, a week ago, a year ago	

## 15 Get Grammar!

The beach **was** amazing. Max and I **swam** in the sea. We **went** snorkelling!



9 2.8 Complete the sentences with the Past Simple form of the verbs. Then number the sentences. Listen and check.

- a The weather <sup>1</sup> wasn't (not be) good. We <sup>2</sup> spent (spend) all the time inside our tents and <sup>3</sup> drank (drink) tea to keep warm.
- b I <sup>4</sup> didn't have (not have) much fun, but I <sup>5</sup> read (read) three interesting books!
- c Last summer, my parents <sup>6</sup> wanted (want) to go camping, so we <sup>7</sup> went (go) to the Lake District.
- d On the last day, it finally <sup>8</sup> stopped (stop) raining. But I <sup>9</sup> was (be) happy to go home!



6 Look at the story on page 36. Complete the text with was, wasn't, were or weren't.

At the beginning, Mum and the boys <sup>1</sup> were in the house, but they <sup>2</sup> weren't in the hall. The passports <sup>3</sup> were on the stairs. The rubbish bag <sup>4</sup> was in the hall too and Dad <sup>5</sup> wasn't happy. He <sup>6</sup> was surprised because Harry's pillow <sup>7</sup> was in the grey suitcase.

7 2.7 Write the infinitives of these irregular verbs. Then listen and check.

drank gave got had left met put  
read spent swam took went

drink – drank

8 Complete Harry's blog post with the Past Simple form of the verbs.

Yesterday, I didn't get up (not get up) early, so I didn't have (not have) breakfast at the hotel. But later in the day, Dad and I explored (explore) the area and we tried (try) the local cheese pie. We loved (love) it! George and Mum went (go) to the beach. They didn't swim (not swim) because they didn't have (not have) their towels with them.

Fun Spot

10 Game! Play as a class. Take turns to make sentences.

- A: *When I was on holiday last year, I went cycling.*  
B: *I didn't go cycling, but I tried the local food.*  
C: *I didn't try the local food, but I ...*

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## Get Grammar! 15

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class.
- Write Yesterday I \_\_\_\_\_ (go) to the park. I \_\_\_\_\_ (not go) shopping. Ss look at the grammar box. Ask different Ss to complete the sentences with the affirmative and negative form. Draw attention to the irregular verbs.
- Ask different Ss to make a sentence with an irregular verb.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 6).

## Exercise 6

- Ss complete the activity and then read the dialogue again to check.
- Check answers using the Lollipop stick technique.

Answers → student page

## Exercise 7 2.7

- Choose different Ss to write the answers on the board. Tell Ss to keep a list of irregular verbs in their notebooks and to learn them.

## Answers

give – gave; get – got; have – had;  
leave – left; meet – met; put – put;  
read – read; spend – spent; swim – swam;  
take – took; go – went

## Extra activity

- Play irregular verb tennis. Call out a Past Simple form and Ss say the infinitive. Repeat with the infinitive and Ss say the Past Simple form. You could do this using the Basketball technique.

## Exercise 8

- Give Ss time to complete the activity individually.
- Ss raise their hands to offer answers. Write the answers on the board.
- Ask different Ss to read a sentence each. Monitor pronunciation.

Answers → student page

## Exercise 9 2.8

- Give Ss time to complete the activity using the Expert Envoy technique.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique. Ask different Ss to read out the sentences.

Answers → student page

## Exercise 10

- Ask Ss to think of different things people do on holiday in the Past Simple. Write their ideas on the board. Ss then play the game.
- Monitor grammar and pronunciation.

## Finishing the lesson

- (Books closed) Clarify the grammar goals of lesson 3.2. Ask different Ss to think of a sentence using a Past Simple affirmative or negative that is true for them for last weekend.

## Fast finishers

- Ss look at the photo story. They underline the Past Simple verbs.



# 3.3

## In this lesson

### Lesson aims:

- Grammar: Past Simple questions and short answers

### Resources:

- Grammar worksheet 3.3, p. 157
- Tests: Grammar check 3.3

### Homework:

- Workbook Unit 3, p. 26

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Exercise 3, 4 and 6
- Peer learning: Exercise 8 and Extra activity
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Revise the Past Simple affirmative. Say a verb for Ss to change to the Past Simple, e.g. *close, hear, drink, have, meet, put*.
- Revise the Past Simple negative. Write the headings *Me* and *My friend* on the board. Ask Ss to write down a sentence in the Past Simple about something they did yesterday. Ss then swap sentences in pairs and change their friend's sentences to the Past Simple negative. Ask different pairs to read out some examples.
- Set the goal of the lesson. Say *Today we will learn to ask questions in the Past Simple*. Ask a student to write the lesson objective on the board.

### Lead-in

- (Books open) Ss look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1* etc.

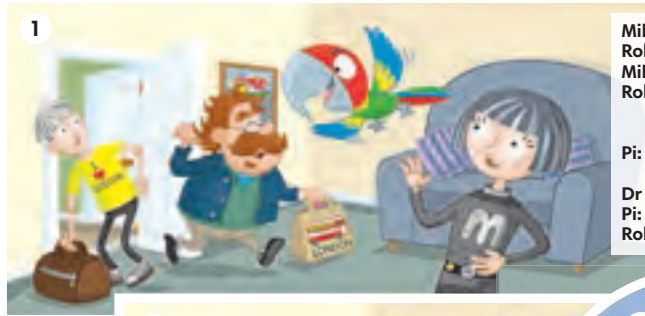
# 3.3

## Grammar

I can ask questions in the Past Simple.

## Doctor Q The film premiere

Doctor Q and Rob are back from a trip. They went to a big film premiere.



1

Millie: How was your trip?  
Rob: It was great!  
Millie: Was the weather good?  
Rob: No, it wasn't. On Friday, it rained all day. On Saturday, it was very windy and on Sunday ...  
Pi: And the film? Was it good? Did people like it?  
Dr Q: Yes, it was and yes, they did.  
Pi: Did you go to the party after the film?  
Rob: Yes, we did!

2



Pi: Wow! Did you meet any film stars?  
Rob: Yes, we did. We met Brian Gosley.  
Pi: Really? Did you talk to him?  
Dr Q: Yes, Pi, we did!  
Pi: What did he say?  
Dr Q: 'Hello, pleased to meet you.'  
Pi: Oh, just that? Did you take any photos?  
Rob: I didn't.  
Dr Q: But I did. Look!

3



4



Pi: That's not Brian Gosley! That's food! Why did you take a photo of food?  
Dr Q: Because it was fantastic!  
Pi: Oh ...

1 Look at picture 1. Where was the film premiere? *in London*

2 2.9 Listen and read. Who is Brian Gosley? *a famous actor*

3 Read the sentences. Circle T (true) or F (false).

- Rob didn't like the weather. ☐ T ☐ F
- The film premiere was a success. ☐ T ☐ F
- Doctor Q didn't go to the party. ☐ T ☒ F
- Doctor Q had a long chat with Brian Gosley. ☐ T ☒ F
- Doctor Q didn't take any photos at the party. ☐ T ☒ F

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### Exercise 1

- Ss answer the question. Ask Ss to say where they found the answer.

Answers → student page

### Exercise 2 2.9

- Ss work in pairs to find the answer. Ask Ss to say where they found the answer.

Answers → student page

### Exercise 3

- Give Ss one minute to complete the activity individually.
- Check answers using the response cards.

Answers → student page

- Critical thinking** Ask Ss to correct the false sentences in Activity 2 in pairs. Ask different pairs to offer answers.

## Grammar

## Past Simple questions and short answers

## 16 Get Grammar!

?	Short answers
to be	
Was I/he/she/it good?	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> .
Were we/you/they good?	Yes, we/you/they <b>were</b> . No, we/you/they <b>weren't</b> .
Regular and irregular verbs	
Did I/you/he/she/it <b>like</b> it?	Yes, I/you/he/she/it/ <b>did</b> .
Did I/you/he/she/it <b>meet</b> Brian?	No, I/you/he/she/it <b>didn't</b> .
Did we/you/they <b>like</b> it?	Yes, we/you/they <b>did</b> .
Did we/you/they <b>meet</b> Brian?	No, we/you/they <b>didn't</b> .
Where <b>was</b> the film premiere? What <b>did</b> he <b>say</b> ?	

Did you see the dinosaurs?

Yes, we did.

Were they scary?

Yes, they were.

- 4 2.10 Pi asked a lot more questions. Write Doctor Q's short answers. Then listen and check. Complete the last sentence.

- 1 Pi: Were you and Rob on time for the film?  
Dr Q: Yes, we were.
- 2 Pi: Did you go by taxi?  
Dr Q: Yes, I/we did.
- 3 Pi: Was the film very long?  
Dr Q: No, it wasn't.
- 4 Pi: Did Brian Gosley give you his autograph?  
Dr Q: No, he didn't.
- 5 Pi: Were you and Rob tired after the party?  
Dr Q: No, we weren't.
- 6 Pi: Did you bring me a present from London?  
Dr Q: Yes, I/we did. It's a cap.

- 5 The robots are talking about Millie and Pi's weekend. Write Rob's questions.

- 1 what / you and Pi / do / on Saturday?  
What did you and Pi do on Saturday?
- 2 what film / you / see?
- 3 it / be / good?
- 4 Pi / eat / popcorn?
- 5 what / you / do / after the cinema?
- 6 Pi's friends / be / at the cinema too?

- 6 **Exam Spot** 2.11 Match the questions in Exercise 5 to answers a–g. There is one extra answer. Then listen and check.

- a No, it wasn't. It was silly.  
b Crazy Animals 3.  
c Yes, he did. He loves it!  
d We went to the cinema too.  
e Yes, we did.  
f No, they weren't. We had a picnic in the park.  
g We met Pi's friends.

- 7 Imagine you want to ask your friend about a film premiere he/she went to. Complete the questions.

Did you like Were Was What

- 1 Were you excited?  
2 What film did you see?  
3 Did you like the film?  
4 Was the cinema big?  
5 Did you see any film stars?  
6 Did you take any photos?



Fun Spot

- 8 Work in pairs. Ask and answer the questions in Exercise 7.

## Get Grammar! 16

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the grammar box to the class. Draw Ss' attention to the use of *Was/Were* for *be* and *Did* for other verbs.
- Write an affirmative sentence on the board, e.g. *I played football*. Write the question *Did you play football?* Say *Yes, ...* and *No, ...* and have Ss say the short answers.
- Repeat with the verb *be*.
- Draw Ss attention to the irregular verbs with this sentence and question: *I went shopping*. *Did I go shopping?* Ask Ss to explain what happens to the verb *go*.
- Check comprehension and exercise difficulty with the Traffic Lights technique (now or after Exercise 4).

## Exercise 4 2.10

- Ss complete the exercise individually and then compare answers with a partner.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Ask different pairs to read out the dialogues. Monitor pronunciation.

Answers → student page

## Exercise 5

- Ask a student to read out the example. Have Ss think about question 2 and raise hands to offer answers.
- Ss complete the exercise individually.
- Ask different Ss to offer answers.

## Answers

- 2 What film did you see?  
3 Was it good? 4 Did Pi eat popcorn? 5 What did you do after the cinema? 6 Were Pi's friends at the cinema too?

## Exercise 6 2.11

- This is preparation for the CYCLET Flyers Reading and Writing test Part 2.
- Ss complete the exercise individually.
- Play the audio for Ss to check.
- Check answers using the Lollipop stick technique.
- Ask different pairs to read out the dialogues.

Answers → student page

## Exercise 7

- Ss work individually and then compare answers with a partner.
- Ask different Ss to offer answers.

Answers → student page

## Exercise 8

- Ss ask and answer in pairs.
- Monitor correct vocabulary and grammar.
- Ask different pairs to read out one question and answer.

## Extra activity

- Ss do a role play. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Ss can then perform their role plays to the class. They can still use their books to do this at this stage.

## Finishing the lesson

- (*Books open*) Ss have one minute to look at the cartoon story.
- (*Books closed*) Ask Ss Pi's questions from Exercise 4 and ss pretend to be Dr Q and answer.
- Ask Ss to finish the sentences: *Today I have learned ...* and *I can ...*

## Fast finishers

- Ss write questions and answers for the sentences they wrote in the warm-up in their notebooks.

# 3.4

## In this lesson

### Lesson aims:

- Communication: making and responding to a request

### Resources:

- Communication worksheet 3.4, p. 170

### Homework:

- Workbook Unit 3, p. 27
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2, 4 and 5
- Peer learning: Exercise 1 and 3
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ask a student *Can I borrow your pen, please?* Ask Ss *What did I just ask to do?* and elicit answers.
- Set the goals of the lesson. Say *In this lesson we will learn how to make and respond to requests.* Write the lesson objective on the board.

### Lead-in

- (Books open) Ss look at the photos. Ask *Who are the people? What is happening?*

### Exercise 1

- Ask Ss to say where they found the answer.

Answers → student page

- Critical thinking** Pairwork: Ss write two false statements about the dialogue. They swap with their partner and correct the statements.

### Exercise 2

- Using the Lollipop stick technique, have Ss use the box to make their own simple exchanges.

### Exercise 3

- Ss work in pairs. They should look at the box for help.
- Ask different Ss for answers. Do not confirm the answers yet. Play the audio for Ss to check.
- Ss read out the dialogues in pairs.

# 3.4

## Communication

I can make and respond to a request.

## Can you bring me my phone?

George and Harry are waiting for Mum at the hotel lobby.

**Harry:** Can I have the tablet now?  
**George:** Sorry, you can't. I'm using it at the moment.  
**Mum:** Boys, can one of you bring me my phone, please? It's upstairs. Oh, and the guidebook.  
**George:** Sorry, Mum. I can't quit the game now.  
**Harry:** Yes, Mum, no problem.  
**Mum:** Thank you, darling. I'm going to be outside with Dad.  
**Harry:** Mum, the room key! ... Oh, never mind.  
**Receptionist:** Can I help you?  
**Harry:** Yes, please. Could you give me the key to Room 217?  
**Receptionist:** Yes, of course. Here you are.  
**Harry:** Thank you.  
**George:** Harry, can you get my sunglasses too?  
**Harry:** Sorry, I can't hear you!



- 1 17 2.12 Watch or listen and read.  
What does George want from the room?  
*his sunglasses*

- 2 2.13 Listen and repeat.

### Communication Requests

#### Making requests

Can you bring me my phone, please?  
 Could you give me the key to my room?  
 Can I have the tablet?

#### Responding to requests

Yes, no problem. / Yes, of course.  
 Sorry, I/you can't. I'm using it right now.  
 Not now, sorry. I'm busy.

- 3 2.14 Complete the dialogues with one word in each gap. Then listen and check.

- 1 A: ' Could you bring me my bag, ' please ?  
 B: Yes, of ' course . Where is it?  
 2 A: Can ' I borrow some money from you?  
 B: Yes, no ' problem .  
 3 A: Can you give me the train timetable, please?  
 B: ' Sorry , I can't. I can't find it.  
 4 A: Can you help me with my homework?  
 B: ' Not now, sorry. I'm busy.

- 4 In pairs, make and respond to requests. Use the ideas below and add your own.

- 1 you / give / your smartphone / check the train times ✓  
 A: *Could you give me your smartphone, please? I need to check the train times.*  
 B: *Yes, of course.*  
 2 I / borrow / some money from you / buy some souvenirs ✗  
 3 you / take / a photo of us ✗  
 4 I / close / the window / it's cold ✓

- 5 **Exam Spot** 2.15 The Brett family are going home after their holiday. What are they looking/asking for? Listen and match people 1-4 to objects A-F. There are two extra objects.

- 1 Laura 3 Dad  
 2 Sam 4 Mum



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Answers → student page

### Exercise 4

- Ask two students to read the example. Check understanding using the Thumbs up/down technique.
- Monitor Ss vocabulary and grammar and correct if necessary.

### Extra activity

- Divide Ss into groups of four and assign the roles of Mum, Harry, George and the receptionist. Ss act out the dialogue. Tell them to change the items Mum wants.

### Exercise 5

- This is preparation for the CYCLET Flyers Listening test Part 3.
- Tell Ss to look at the photos and say what they can see before they listen.
- Check answers using the Lollipop stick technique.

Answers → student page

### Finishing the lesson

- (Books closed) Ask *What was easy about the lesson? What was difficult? What do you need to practise more?*

### Fast finishers

- Ss underline the requests and circle the answers in the dialogue.



# My Alaskan holiday

by Shirley Burns



A

My family and I don't like going to the beach. We get bored there, so last summer we went to Alaska for our holidays. Alaska is the biggest state of the USA and one of the last wild places on Earth. It has volcanoes and mountains, rivers, thousands of islands and more than three million lakes! It's never very hot there, but the days are long in July and it gets dark late.

B

We went to Juneau, the capital of Alaska, by plane. There, we joined a group of three other families and two guides. We travelled around the country in caravans, and we camped in a different place every night. The caravans had beds and bathrooms and were very comfortable! At night it got cold, so we sat around the camp fire and ate our food.

C

We had a fantastic time. We went kayaking, fishing and hiking in the mountains. We always had a guide with us, so we didn't get lost. The forests were full of wild animals and we saw a wolf and grizzly bears. We got tired because there were so many activities, but we loved it. The last day of our holiday was the best! We went on a boat trip and saw humpback whales!

1 2.16 Read and listen to the text. Match paragraphs A–C to headings 1–4. There is one extra heading.

- 1 ☐ A dangerous place
- 2 ☒ B Life on the road
- 3 ☒ A An unusual place for a holiday
- 4 ☒ C Not a holiday for lazy people!

2 I know that! Which geographical features does Alaska have? Which of them can you see in the photo?

forest island lake mountain  
river sea volcano

In the photo: forest, lake, mountain

In the text: island, lake, mountain, river, volcano

3 Read the text again. Which paragraph:

- 1 ☒ B mentions the name of a city?
- 2 ☒ A mentions very big numbers?
- 3 ☒ C describes Shirley's favourite part of the holiday?
- 4 ☒ B says how Shirley travelled around Alaska?
- 5 ☒ A says why Shirley and her family went to Alaska?
- 6 ☒ C names the animals Shirley saw?

4 Would you like to go on a holiday to Alaska? Why? / Why not?

5 2.17 Listen and repeat. Find these phrases in the text.

## Vocabulary Phrases with get

get bored get cold get dark  
get lost get tired

6 Complete the sentences with a word from the Vocabulary box.

- 1 I didn't take a map with me and I got lost in the city.
- 2 I need a jumper. It's getting cold!
- 3 This film isn't interesting and I'm getting bored.
- 4 In the winter in the UK it gets dark at four o'clock.
- 5 After a long walk, we got tired and decided to have a rest.

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paragraph is about.

- Check answers using the Lollipop stick technique. Ask Ss what made them decide on their answer.

Answers → student page

## Exercise 2

- Revise the vocabulary with drawings on the board if necessary.

Answers → student page

## Exercise 3

- Ss work individually. Tell them to underline the parts of the text where they find the answers.
- Check answers using the Lollipop stick technique.

Answers → student page

## Exercise 4

- Ask a student the question and elicit answers. Tell Ss to join their sentences with *because*.
- Ss work in pairs.
- Ask different pairs for answers and reasons.

## Exercise 5 2.17

- Make sure Ss understand the adjectives. Explain the meanings with mimes.
- Different Ss read out the sentences with the phrases.

Answers → student page

## Exercise 6

- Different Ss make sentences with the phrases before they complete the activity.
- Ss work individually and then compare answers with a partner.
- Check answers using the Lollipop stick technique.

Answers → student page

## Extra activity

- Pairwork: Draw a table with three categories on the board: *Places in the countryside* / *Wild animals* / *Holiday activities*. Ss complete the table in pairs with words from the text.

## Finishing the lesson

- Ask *What do you remember about Shirley's holiday in Alaska?* Ask different Ss for answers.

## Fast finishers

- Ss write three statements about the text and draw pictures.

3.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about a holiday

### Resources:

- Tests: Vocabulary check 3.5

### Homework:

- Workbook Unit 3, p. 28

## Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 1, 3 and 6
- Peer learning: Exercise 4 and Extra activity
- Independent learning: Finishing the lesson

## Warm-up

- (Books closed) Write *Alaska* on the board. Ask *Where is Alaska? (North America) Which country is it part of? (the USA)* Ss find Alaska on a map if available.
- Ask *What's the most interesting place you went to on holiday?* Ss raise their hands to offer answers. Say and write *In this lesson we will read about a holiday in Alaska.*

## Lead-in

- (Books open) Ss look at the photo and say what they can see.

## Exercise 1 2.16

- Before Ss choose the headings ask them what each



# 3.6

## In this lesson

### Lesson aims:

- Listening: understanding texts about holidays

- Writing: a holiday email

### Resources:

- Tests: Writing Task 3

### Homework:

- Workbook Unit 3, p. 29

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1 and 6
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss work in pairs and write down as many of the holiday words they can remember from the unit so far. Then different pairs offer words.
- Have Ss open their books on page 42 and look at Exercise 4. Ask *What type of text is it? Do you write texts like this? What will we learn today?* Say and write *Today we will learn how to write a holiday email.*

### Lead-in

- (Books open) Ss look at the photos and say what they can see and what the weather is like.

### Exercise 1

- Ss discuss in pairs.
- Ask for feedback using the Basketball technique.

### Exercise 2 2.18

- Play the audio and check answers as a class.
- Ask Ss where they found their answers.

Answers → student page

### Exercise 3 2.18

- Ask different Ss for answers. Promote class discussion with questions about the places. *Where would you like to go? Why?*

Answers → student page

# 3.6

## Listening and Writing

I can understand and write texts describing holidays.

- Look at the photos. Which place would you like to visit on holiday? Compare with a friend.



- 2.18 Listen and match speakers 1–4 to the places in Exercise 1.

- |            |            |
|------------|------------|
| 1 B Sandra | 3 D Alicia |
| 2 C Derek  | 4 A Ian    |

- 2.18 Listen again. Complete the blog post with one word in each gap.

### Our Class Blog

**Sandra**

My family and I went to Rome in August. I made a lot of <sup>1</sup> friends and I loved the food! I didn't like sightseeing very much because I got <sup>2</sup> tired.

**Derek**

Last summer we went to my grandparents' <sup>3</sup> farm. It was a great holiday and we loved looking after the <sup>4</sup> animals.

**Alice**

Our holiday in Jamaica was the best holiday of my life! Jamaica is a beautiful <sup>5</sup> island and we did a lot of water <sup>6</sup> sports there.

**Ian**

We go to our Dad's village in <sup>7</sup> Scotland every year. I wanted to go swimming, but the water in the <sup>8</sup> lake was very cold!

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### Exercise 4

- Follow-up questions: *When did he go fishing? How many fish did they catch together? Did Grandad get tired hiking? Why not?*

Answers → student page

### Exercise 5

- Ss work individually.

Answers → student page

### Exercise 6

- Read out the notes. Ask different Ss for ideas.
- Ss write their own draft. Encourage them to share and help each other in pairs. Give feedback on use of vocabulary, grammar and style at this stage.
- Ss write their final text. Remind Ss to look at the Check and write box.

- Read Derek's email. Who is he writing to? *Aunt Carol*

Dear Aunt Carol,

I hope you're well. Lilian and I are having a lovely time in the village! I wish you were here!

There are lots of things to do here. Last Friday we went fishing with Grandad. We sat next to the river for hours. I caught one fish, Lilian caught two and Grandad caught three!

Yesterday we went hiking in the mountains. Lilian and I got tired, but Grandad didn't get tired at all. He's fit!

I need to help Granny with the animals now, so I can't write any more.

Lots of love,

Derek

- Read the Writing box. Which of the expressions can you find in Derek's email?

### Writing A holiday email

- At the beginning write: *Hi/Hello ...* (to a friend) or *Dear ...* (to an older person you know).  
You can also write: *How are you? I hope you're well. We're having a lovely time ... I wish you were here.*
- In the middle, describe your holiday.
- At the end, you can write: *I need to ... so I can't write any more.*  
You can add: *See you soon* or *Love / Lots of love.*  
Remember to write your name.

- Writing Time** Imagine you are on holiday. Write an email to a friend or someone from your family and tell him/her about it.

### Find ideas

Make notes about your holiday. Use these questions to help you.  
*Where are you and who is with you?*  
*What did you do last week / yesterday?*  
*Why do you need to stop writing? (optional)*

### Draft

Write your email. Use the Writing box to help you.

### Check and write

Make sure you begin and end your email correctly. Write the final version of your email.

- Correct mistakes using descriptive evaluation (see Tests booklet for more information) and praise good use of grammar and vocabulary.

### Extra activity

- Ss read their work to their partners.

### Finishing the lesson

- (Books closed) Ss work in pairs to remember as much information as they can from Derek's email.
- Have them reflect on the lesson by finishing the sentence: *I can now ...*

### Fast finishers

- Ss underline the Past Simple verbs in the email.

## Vocabulary

### 1 Complete the texts with the words in the box.

beach boat camping explore  
guided hiking snorkelling trip try

We're in Vienna and we want to see the city. We can <sup>1</sup> explore it on our own or we can go on a <sup>2</sup> guided tour. I also want to <sup>3</sup> try the local food.

I want to go <sup>4</sup> camping. We can sleep under the stars and go <sup>5</sup> hiking in the mountains.

Let's go on a day <sup>6</sup> trip to the country and tomorrow we can go on a <sup>7</sup> boat trip to an island.

It's hot today. Let's go to the <sup>8</sup> beach. We can sit in the sun or go swimming and <sup>9</sup> snorkelling in the sea.

### 2 Complete the sentences with one word in each gap.

- Winter is coming and it's getting cold.
- I don't like playing computer games. I get bored.
- Can we stop and have a rest? I'm getting tired.
- Where's the map? I don't want to get lost.
- I turned on the lights when it got dark.

## Grammar

### 3 Complete the page of Sue's diary with the correct Past Simple form of the verbs in brackets.

10th August

I <sup>1</sup> arrived (arrive) here five days ago. It <sup>2</sup> was (be) fantastic to see Aunt Kate, Uncle Joe, Alfie and Lulu. We <sup>3</sup> didn't sleep (not sleep) a lot. We <sup>4</sup> talked (talk) all night, but we <sup>5</sup> weren't (not be) tired in the morning!

Yesterday we <sup>6</sup> went (go) cycling near the lake. We <sup>7</sup> had (have) a picnic, but we <sup>8</sup> didn't go (not go) swimming. In the evening, Alfie and I <sup>9</sup> played (play) a computer game and Lulu <sup>10</sup> read (read) a comic book. I love it here!

### 4 In your notebook, write questions and answers.

- Dad / cook / spaghetti / last night? ✓  
*Did Dad cook spaghetti last night?*  
*Yes, he did.*
- the weather / be / warm and sunny? ✗
- the students / like / their new teacher? ✓
- you / know / everyone at the party? ✗
- they / be / at school / two days ago? ✗
- you and Sam / buy / these souvenirs / yesterday? ✓

## Pronunciation

### 5 2.19 Listen and repeat: /ð/ or /d/.



My **f**ather was **th**ere, my **m**other and Jade. It **r**ained, so we **st**ayed at home and we **pl**ayed.

## Communication

### 6 2.20 Complete the dialogues. Then listen and check.

- A: 'Can you drive me to the town centre?  
B: Not now, 'sorry'. I'm very busy.
- A: 'Could you 'bring me my laptop, please? It's in my room.  
B: Yes, of 'course.
- A: Can you 'give me the map, 'please?  
B: Yes, no 'problem. Here it is.

### Check yourself!

- I can talk about holiday activities. ☐
- I can use the Past Simple. ☐
- I can make and respond to requests. ☐

## Exercise 2

- Ss work individually. Check answers using the Lollipop stick technique.
- Ask different Ss to mime a sentence and have the class guess which one it is.

Answers → student page

## Exercise 3

- Ss work in pairs using the Expert Envoy technique.

Answers → student page

## Exercise 4

- Choose pairs of Ss to write the questions and answers on the board.

### Answers

- Was the weather warm and sunny? No, it wasn't.
- Did the students like their new teacher? Yes, they did.
- Did you know everyone at the party? No, I didn't.
- Were they at school two days ago? No, they weren't.
- Did you and Sam buy these souvenirs yesterday? Yes, we did.

## Exercise 5 2.19

- Ss repeat as a class. Play the audio again and choose pairs to repeat.
- Follow-up task: Dictate these sentences: *This is my brother. He doesn't like red.* Ss write them down and say which words have the /ð/ and the /d/ sound. Ask Ss to write their own sentence with words that have these sounds.

## Exercise 6 2.20

- Check answers using the Lollipop stick technique.
- Ss practise the dialogue in pairs.

Answers → student page

## Finishing the lesson

- Ss complete Check yourself! box. Ask Ss if they ticked all the boxes.
- (Books closed) Place Ss in small groups. Write *Please write: 3 words, 3 expressions, 3 Past Simple sentences, 3 Past Simple questions* on the board. Give Ss two minutes to do this. The group(s) that manage, win.

### Fast finishers

- Ss write three sentences of their own for a diary entry like the one in Exercise 3.

## In this lesson

### Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 3
- Pronunciation: /ð/, /d/

### Resources:

- Tests: Language Test 3

### Homework:

- Workbook Unit 3, p. 30
- Extra Online Practice Unit 3

## Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 6
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

## Warm-up

- (Books closed) Ask Ss: *What new words are in this unit? Can you remember them all? Can you spell them?*
- Say *In this lesson we will revise the vocabulary, grammar and communication skills from Unit 3.*

## Exercise 1

- (Books open) Ask Ss for the meaning of the words in the box before they complete the activity.

Answers → student page

### In this lesson

#### Lesson aims:

- Culture focus: A journey around the USA
- BBC video: Yellowstone and the Grand Canyon (optional)
- Project: A digital presentation about a national park

#### Resources:

- Project Worksheet p. 179

#### Assessment for Learning in this lesson

- 🎯 Setting aims and criteria for success: Warm-up
- 💬 Giving feedback: Exercise 2, 3 and A
- 👥 Peer learning: Exercise 1, 4, C and the Project
- 🏠 Independent learning: Finishing the lesson

#### Culture notes

USA: American English is the national language and Spanish is the second most common language in the USA. People also call the USA the US and America. Yellowstone: Yellowstone National Park is the first national park in the USA. It is well-known for its wildlife and geothermal features. The Grand Canyon: Two billion years of Earth's geological history are exposed here.

#### Warm-up

- (Books closed) Write USA on the board. Ask Ss to find it on a map. Ask Ss to raise their hands to say a place they know in America.
- 🎯 (Books open) Have Ss look at the photos on page 44 and say what they can see. Introduce the aims of this lesson. Say: *In this lesson you will learn about the USA.*

#### Lead-in

- Pre-teach *river*, *desert*, *lake*, *wetlands* and *landscape* with these definitions on the board.  
*A river is water that goes from a mountain to the sea.*  
*A desert is a dry place where it doesn't rain.*  
*A lake is water that isn't salty like the sea and it has land all around it.*

Choose a continent: North America
Choose a country: United States

The United States of America is the third largest country in the world. Its neighbours are Canada in the north and Mexico in the south. It has the Atlantic Ocean in the east and the Pacific Ocean in the west. Fifty states make up the United States. Two of them, Alaska and Hawaii, are outside the main territory. The capital city of the USA is Washington DC, and the top three largest cities are New York, Los Angeles and Chicago. The landscape of the USA is beautiful and varied. In the southwest, we find the Rocky Mountains and the Colorado River ①. The mountains continue into the west, where you can also find the Mojave Desert ② (the hottest desert in North America) and three world famous national parks: Yosemite ③, Yellowstone and Redwood ④. In Redwood, you can see some of the world's tallest trees! The northeast has the Great Lakes ⑤. The southeast has the Mississippi River (the fourth longest river in the world) and the Everglades wetlands ⑥, where you can find hundreds of different types of animals and plants.

- 1 What do you know about the USA? In small groups, think of three facts. Compare your ideas as a class.

- 2 🎧 2.21 Read and listen to the text about the USA. Answer the questions.

- Which countries are USA's neighbours? *Canada and Mexico*
- Which ocean is west of the USA? *the Pacific Ocean*
- How many states are there in the USA? *fifty*
- Which city is larger – Washington or Chicago? *Chicago*
- How many rivers are mentioned in the text? *two (the Colorado and the Mississippi)*
- Which is the hottest desert in North America? *the Mojave Desert*

- 3 🎧 2.22 Listen to three young Americans talking about their holidays. Complete the table.

Person/holiday	1 Kelly Hawaii Island	2 Adam Everglades, Florida	3 Isabella Rocky Mountains
Geography	rain forests, 1 <u>beaches</u> , volcanoes	wetlands with grass, 3 <u>rivers</u>	mountains, 5 <u>forests</u> , 6 <u>lakes</u>
Activities	2 <u>hiking</u> , golf	taking photos, 4 <u>boat</u> rides	hiking, 7 <u>horse-riding</u>

- 4 Where do you go on holiday and what do you do? What activities do you like doing? What don't you like doing?

44

*Wetlands are places on land that have a lot of water too.*  
*The landscape is what the countryside around you is like.*

#### Exercise 1

- 🗣️ Groupwork: Ss discuss and report back to the class using the Expert Envoy technique.

#### Exercise 2 🎧 2.21

- Ask Ss to read the first paragraph and to answer Q1.
- Tell Ss to read the rest of the text and complete the activity, underlining where they find the answers.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page

#### Exercise 3 🎧 2.22

- Read through the table and explain meanings if necessary. Ask Ss to think about what information they need to listen for.
- 💬 Check answers using the Lollipop stick technique.

Answers → student page

#### Exercise 4

- 🗣️ Groupwork: Ss discuss and report back to the class using the Expert envoy technique.



# Yellowstone and the Grand Canyon



**A** **18** Watch the video and answer the presenter's questions. Which places does the video talk about?

Redwood (Arizona) the Mississippi River the Colorado River  
the Rocky Mountains the Mojave Desert

**B** **18** Watch the video again. Answer the questions.

## Yellowstone National Park

- 1 Which part of the USA is it in? *in the northwest*
- 2 What is the name of the river that runs through it? *Yellowstone*
- 3 How many geysers are there in it? *about 500*

## The Grand Canyon National Park

- 4 Which state is it in? *in Arizona*
- 5 How long is the Grand Canyon? *446 kilometres*
- 6 What is the hottest temperature in the summer? *40 degrees (Celsius)*

**C** Which of the two national parks would you like to visit? Why? What would you like to do there?

## PROJECT

- Work in groups. Make a digital presentation of a famous national park in your country.
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
- Write about the national park. Use these questions to help you.
  - Where is it?
  - What geographical features does it have?
  - What plants and animals live there?
  - What can visitors do there?

### A famous national park

The ... National Park is in the north/  
south/east/west/centre of the country.  
There is ... There are ...  
You can see ...  
Visitors can ...

- Put your texts and photos together.
- Show your presentation to the class. Which is your favourite presentation? Why?

Answers → student page

### Exercise B 18

- Ask Ss to read the questions and think about any answers they might already remember.
- Play the video again without stopping it. Ss work individually and then compare answers in pairs. Ask different Ss to read out an answer each.

Answers → student page

### Exercise C

- Divide Ss into groups to answer the questions. The groups report back to the class to discuss.

### Project

#### Setting the project up

- Divide Ss into groups of four. Assign or help Ss choose tasks. Each group writes down a list of ideas.
- Give Ss the project worksheets to help them prepare.
- Each student writes down their information using the questions for help.

#### Sharing the project

- Ss work then together to create their presentation. Read out the example and tell Ss to use the same style.
- Tell Ss to choose one slide to present each.
- Ask Ss to say which presentation is their favourite and to say why using the Two stars and a wish technique.

#### Finishing the lesson

- (Books closed) Ask Ss to finish the sentence in their notebooks: *Today I learnt ...*

#### Fast finishers

- Ss underline the Geography-related words in the text.

### BBC video

Video script → see Teacher's Book p. 138

#### Presenter's questions

- 1 (0.10) Do you like visiting the park where you live?
- 2 (0.14) Did you know that some parks are so big that they attract millions of visitors every year?
- 3 (1.42) Are there any national parks in your country?
- 4 (2.21) And did you know the Grand Canyon is nearly 2 kilometres deep?
- 5 (2.52) What's the oldest national park in the USA?

Note: if you can't show the video, spend more class time on preparing the Project.

- Tell Ss in this video Maddie tells us about Yellowstone and the Grand Canyon. Before they listen ask Ss to look at the photo and say what they can see (rocks, a river, mountains).
- Note: For less confident Ss you can play the video with the subtitles on.

### Exercise A 18

- Read out the places and explain to Ss that they have to listen for them. Stop the video after each question and elicit answers from different Ss.
- Play the video again.
- Check answers using the Lollipop stick technique.

### Lesson aims:

- Skills practice: Reading, Writing, Listening and Communication

- Exam practice: CYLET and PTEYL

### Resources:

- Exam speaking and writing 3&4, p. 182
- Tests: Skills Test Units 3&4, Speaking Tasks Units 3&4

### Homework:

- Workbook Skills Revision 3&4, pp. 40–41

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Exercise 1, 3 and 4
- Peer learning: Extra activity, Exercise 2 and 5
- Independent learning: Finishing the lesson

### Exam Language Bank

- This lists the key language from Units 3–4. Here are some ideas to help you make the most of it.
- Encourage Ss to be independent learners. They tick the words they know and find the words they are not sure about in Units 3 and 4 in order to remember the meanings in context.
- Ask Ss what they remember from a section. Have them write down as many words as they can remember in 2 minutes.
- Make a multiple choice test. (Books closed) Write two words at a time on the board. Read out a gapped sentence (say *beep* for the gap). Ss choose the correct word.
- Fast finishers test each other. Student A: *Tell me a useful thing.* Student B: ... *What verb do we use with camping?* Student A: *Go.*

### Warm-up

- (Books closed) Give Ss one minute to study the language bank. Say a category from the word bank and ask different

## Reading and Writing

- Exam Spot** Look at the picture and read the story. Complete the sentences about the story with one, two, three or four words.

### A weekend to remember



Two weeks ago, Helen went on an activity weekend with her class and two teachers, Mr Jones and Mrs Brown. They stayed in a small hostel called 'Mountainside Hostel'. It was near a big, beautiful mountain.

On Saturday, they wanted to explore the area, so Mr Jones said, 'Let's go hiking!' They had a great time and took a lot of photos. They walked a long way, so they got tired.

In the evening, they were very hungry. There wasn't a restaurant at the hostel, so the students cooked their dinner in the kitchen. It was nice and modern. There was a microwave oven, a blender and there were three toasters. At nine o'clock, Mrs Brown shouted, 'Bed time! There's a cycling trip tomorrow, so we must get up early.'

In the morning, it was very cold. Helen and her friends were getting ready when they heard shouting and laughing outside. 'What's happening?' Helen said to Jenny. They looked out of their bedroom window. Everything was white. It was snowy! Mr Jones was standing in the garden. 'We can't go cycling today', he said, 'but we can go to a restaurant for a nice hot meal!' They went to a very nice restaurant and tried the local food – it was delicious!

- Mountainside Hostel was near a big, beautiful mountain.
- The students and the teachers wanted to explore the area on Saturday.
- They got tired because they walked a long way.
- The boys and girls cooked (their) dinner because the hostel didn't have a restaurant.
- There were three toasters in the hostel's kitchen.
- They went to bed at nine o'clock because they wanted to go on a (cycling) trip on Sunday.
- When the girls were getting ready they heard shouting and laughing outside.
- On Sunday they went to a restaurant and tried the local food.

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Ss to say a word or phrase using the Basketball technique.

- Write *Skills Revision* on the board. Ask what it means. (Books open) Pairs look and check. Tell Ss this lesson will help prepare them for CYLET and PTEYL too. (See the Introduction.)

### Lead-in

- Write this sentence on the board: *I was watching TV when mum came home.* Ask *What tenses can you see?* Have different Ss to come to the board to underline the verbs and say the tenses. Ask *When do we use the Past Simple?* (for finished actions in the past) and *When do we use the Past Continuous?* (for things that were happening in the past at a particular time) and elicit answers. Play a game. Say a verb in its base form and Ss call out the Past Simple

- Exam Spot** Write 60–80 words about something that happened to you. Use these questions to help you.

- When did it happen? Describe the scene.
- What were you doing before it happened and when it happened?
- What happened next?
- What was the result?
- How did you feel?

*Last summer I was in ... with ...  
We were ...  
Later, I was ... when ...  
I ...  
I felt ...*

## Listening

- Exam Spot** 2.40 Betty is talking to Tom. Listen and write the answers to questions 1–8.



- Where did Betty go yesterday?  
Chester
- Who did she go with?  
Her mum, dad and best friend, Sue.
- Did she enjoy the trip?  
No, she didn't.
- Was the weather good when they were driving to Chester?  
No, it wasn't.
- What happened to Betty's smartphone? (*Hot chocolate went all over it and the touch screen broke.*)
- Why did Betty and Sue go into a clothes shop?  
Because they got bored.
- Was Betty's phone working?  
No, it wasn't.
- What was Betty doing when her parents walked into the café?  
(She was) drinking cola.

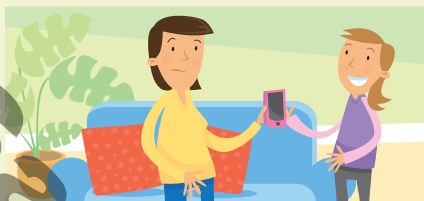
### Exercise 1

- This is preparation for CYLET Flyers Reading and Writing Part 5.
- Tell Ss to skim the text and say what it is about (a class activity weekend).
- Ss read the text more carefully and then the gapped sentences. Ss work individually. They compare answers with a partner.
- Check answers using the Lollipop stick technique. Ask Ss to read out the sentences with the correct missing words and to say where they found the answer.
- Follow-up: Ask Ss to underline the Past Simple and circle the Past Continuous in the text. Ask *What word do we use to connect them?* and elicit *when*.

Answers → student page

## Communication

- 4 **Exam Spot** Complete the dialogue with answers a–h. There are two extra answers.



Katy: You look upset Mum. What's wrong?  
 Mum: 1 e  
 Katy: That's a shame. Can I see it?  
 Mum: 2 f  
 Katy: That's weird. I can't turn it on. When did you buy the phone?  
 Mum: 3 c  
 Katy: Where did you buy it?  
 Mum: 4 b  
 Katy: Where's your charger?  
 Mum: 5 h  
 Katy: Can you plug the charger in and try to turn on the phone?  
 Mum: 6 g

- a The Wi-Fi wasn't very good.  
 b From Smart Phone Store! It was a special offer.  
 c Two weeks ago.  
 d It wasn't cheap.  
 e I was speaking to Dad when my smartphone stopped working.  
 f Yes, of course. Here it is.  
 g Yes, sure. Great! It's working now!  
 h In the kitchen. Just give me a minute.

- 5 **Exam Spot** Ask and answer the questions in pairs.

- What did you do on your last holiday?
- What holiday activities don't you like doing? Why?
- What are your top three useful things from Unit 4? Why?
- What were you doing when the English teacher walked into the classroom today?
- What can you do well?

## Exam Language Bank

### Going on holiday

explore an area / a city / a town  
 go camping  
 go cycling  
 go hiking  
 go on a boat trip  
 go on a day trip  
 go on a guided tour  
 go snorkelling  
 go to the beach  
 try the local food

### Phrases with get

get bored                      get dark                      get tired  
 get cold                      get lost

### Useful things

blender	microwave oven
DVD player	remote control
electric toothbrush	smart TV
games console	toaster
hairdryer	USB stick

### Using technology

plug in	turn on
unplug	turn off

### Smartphones

app	ringtone
battery	touch screen
portable charger	Wi-Fi

### Requests

#### Making requests

Can you *bring me my phone*, please?  
 Could you give me *the key to my room*?  
 Can I *have the tablet*?

#### Responding to requests

Yes, no problem. / Yes, of course.  
 Sorry, I/*you* can't. I'm *using it right now*.  
 Not now, sorry. I'm *busy*.

### Sympathising

#### Asking what happened

You look *upset/worried*.  
 What happened? / What's wrong?

#### Reacting to bad news

I'm sorry to hear that! / Oh, that's terrible. /  
 That's a shame!

## Exercise 4

- This is preparation for CYLET Flyers Reading and Writing Part 2.
- Read out the example and ask Ss why *e* is correct (because Mum says what is wrong). Ask different Ss to read out the answers and check they understand all the words. Explain meanings if necessary.
- Give Ss time to complete the activity individually.
- Check answers using the Lollipop stick technique.
- Follow-up: Ss read the dialogue in pairs.

Answers → student page

## Extra activity

- Pairwork: Ask Ss to brainstorm other gadgets that stop working and write their ideas on the board. Ss role play a dialogue similar to the one in Exercise 4 but about a different gadget. Ask different Ss to perform their role play to the class.

## Exercise 5

- This is preparation for CYLET/PTEYL Speaking. Ask two expert Ss to model the activity first.
- Read the questions. Ss talk in pairs using the Expert envoy technique. Ask different pairs to report their answers back to the class.

## Finishing the lesson

- Write the headings Reading and Writing, Listening, Communication on the board. Read each out. Ss show self-assessment response cards (😊, 😐, ☹️). Then they write one sentence about what they did well in each section and one about what they could improve.

### Fast finishers

- Ss read the text in Exercise 1 again. They circle the words in it from the Exam Language Bank.
- Ss study the Exam Language Bank.

## Extra activity

- Pairwork: Ss play a memory game. They say two true and one false sentence about the text using the Three facts and a fib technique. Their partner says which sentence is false.

## Exercise 2

- This is preparation for PTEYL Breakthrough, Task 6.
- Read out the questions and make sure Ss know what to do.
- Then Ss write individually. They exchange notebooks and review each other's work using the Two stars and a wish technique.

## Extra activity

- Ss read each other's work again and then say as many things as they can remember about their partners' stories. The students with the most correct statements win.

## Exercise 3 2.40

- This is preparation for PTEYL Breakthrough, Task 2.
- Ask different Ss to read out the questions and ask them to suggest what kind of information they need in the answers.
- Play the audio twice.
- Check answers using the Lollipop stick technique.

Answers → student page