

8

Going away

Unit profile

Vocabulary: Travel

Reading: A cool city!

Grammar: Future: *be going to* and present continuous

Vocabulary: Phrasal verbs: travel

Listening: Travel writing competition

Speaking: Making suggestions

Warmer

Write *Going away* on the board and brainstorm reasons why people travel, e.g. to visit friends and family, go on business and go on holiday.

Then divide the class into groups of three to make a list of things people need to take with them when they go abroad. Invite each group to give their answers.

Only award points for things which no other group has thought of.


Your profile

Put students into small groups to discuss the first question, before discussing it as a class. Find out which country is the most popular, and nominate individuals to explain why.

Discuss the second question as a class. Ask 'Why do people in your family travel abroad? Is it for a holiday or for work?'

Ask students whether they enjoy travelling, either abroad or in their own country, and why / why not.

VOCABULARY Travel

- 1  1.25 Tell students that they are going to listen to a conversation between Ali and his brother, Salman. Ask them to read the question and the options and say which form of transport they are going to take (aeroplane).

Direct students to the options and tell them that only one of the sentences is true. Play the recording for them to listen and find out which one it is.

Check the answer. Ask how they know that it is correct (because Ali says that the things they have to do before and after flying aren't fun).

Audioscript

Salman: I don't want to go to Barcelona!

Ali: Oh, come on, Salman, why not?

Salman: I don't want to fly in case there's a crash.

Ali: Don't be silly. Flying's safe. You should be excited. It'll be fun!

Salman: Why? Our flight's at two o'clock, but we have to be at the airport at eleven! Waiting for three hours isn't fun!

Ali: Yes, but we'll be busy before we board the plane.

Salman: Why?

Ali: We have to check in at the check-in desk. They check our passports and tickets, and they take our luggage. Then they give us boarding passes, and we go through the security check. Security look at what passengers are taking onto the plane, just in case someone tries to take something dangerous.

Salman: Like what?

Ali: Like a knife. Then there's passport control.

Salman: 'Passport control'? Why do they need to 'control' our passports?

Ali: They don't, they just check the passports. After that, we have to wait for our flight in departures – and you can go shopping with Mum! Half an hour before the flight we go to the departure gate.

Salman: How do we know where to go?

Ali: We follow the signs to the right departure gate. Then we show our boarding passes and our passports ...

Salman: And do we board the plane then?

Ali: Well, yes. But we might have to wait in a queue for a few minutes first!

Salman: Oh, it's so complicated!

Ali: Maybe, but you'll enjoy the flight, Salman! Taking off is fun, and you can sit next to the window. And after a couple of hours, we'll be in Barcelona!

Salman: What happens then?

Ali: After we land, we have to go through passport control ...

Salman: But we had to go through passport control in Manchester!

Ali: Well, they check the passports again, just in case! Then we collect our cases and backpacks in the baggage hall and we go through customs.

Salman: What's customs?

Ali: There are lots of rules about things you mustn't take to other countries. Customs officers look inside some people's bags and check.

Salman: Oh. And is there another security check in Barcelona?


Ali: No!

Salman: Why are you laughing?

Ali: The flight will be fun, but the things we have to do before and after the flight aren't fun!

Answer

2 Flying isn't always fun.

- 2  1.25 Check understanding of *passport*, *ticket*, *luggage* and *knives* by drawing simple pictures on the board for students to identify. Ask them to read the sentences and see whether they can remember any of the information. Play the recording for students to listen and check their ideas. Allow them to compare their answers with a partner before checking as a class.

Answers

1 c 2 a 3 b

- 3** Ask students to look at the words in the box and discuss the meanings in pairs. After a few minutes, check understanding and drill pronunciation, paying attention to *baggage* /'bægɪdʒ/ and *departure* /dɪ'pɑ:tʃə/.

In pairs, students look at the photos and find the airport words. Invite different students to describe each photo using the words. Ask which thing doesn't appear in the photos.

Answers

backpack a/b baggage hall b boarding pass c/d
check-in desk c customs f departure gate d passport e
passport control e queue d security check a sign d/f
ticket c/d

- 4** Put students into pairs to number the photos in order.

Answers

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

Read out the example sentence and ask them to say what the next step is. Students continue in pairs, using the photos to help them. Monitor and help as they are working. Remind them to use the words from exercise 3. In feedback, invite different students to say what happens next and nominate others to continue.

READING

- 1** Elicit who is in the photo (Ali) and what students remember about him (he likes gaming in his free time). Tell them to read the profile and discuss the question in pairs.

Possible answer

He is interested in technology and gaming.

- 2** Set a short time limit for students to read the blog entry and discuss the question with a partner. Check the answer.
- Find out if students know anything about the places mentioned, and if anyone has visited Barcelona.

Answer

He's going to see some museums, the Gaudí buildings and the Nou Camp stadium.

- 3** Monitor and help as students do the exercise individually. Invite different students to tell the class what they learned. Allow them to refer to the text to help, but encourage them not to read it out.
- Ask students which of the places they would most like to visit and why.

Answers

Gaudí buildings and Parc Güell; museums about Spanish artists; the Nou Camp football stadium and amusement parks.

- 4** Ask students to discuss the questions in small groups, without referring back to the text. Then ask each group what they remember.

Students then read the text more carefully, finding the answers to the questions individually. Ask them to discuss their answers in their groups, and encourage them to read out the part of the text where they found the answer.

Feed back as a class.

Answers

1 C 2 B 3 A 4 C

- 5** Ask students to discuss the questions with a partner and to make a note of their partner's answers. Invite different students to tell the class about their partner. Find out which activities are the most popular.

Talking points

Put students into small groups to make a list of places that tourists usually like to visit. Ask them to choose one place to describe to the class.

Discuss the second question as a class, asking any students who have been abroad to tell the class about their experiences.

EP Word profile

Put students into pairs to read the sentences and to discuss the meaning of *around* in each one. Monitor and help as they are working. Check answers (sentence 1 = approximately; sentences 2 and 3 = in different parts of a place).

Ask students to write two example sentences (one for each use) of their own. Share ideas as a class. Monitor as students complete the exercises on page 124. Check answers.

Answers

- 1 walk around
2 were around
3 turned around
4 's flat is around here

GRAMMAR Future: *be going to* and present continuous

- 1 Books closed. Tell students that you are feeling really excited about the weekend. Ask 'What am I doing this weekend?' for them to guess. When a student calls out an idea, reply saying, 'Yes, I am. I'm seeing my friends' or 'No, I'm not. I'm not playing tennis this weekend.' After a few guesses, repeat one or two of the phrases and elicit that you are using the present continuous tense. Ask 'Am I certain about my plans for the weekend?' (yes).

Tell students what you are going to do sometime in the future. Say, for example, 'I'm going to learn a new language.' Write the sentence on the board and underline the verb. Ask 'Do I know when I'm going to do this?' (no).

Books open. Tell students to read the sentences and elicit the verb forms in each one (*be going to*, present continuous and *be going to*). Ask 'Do these sentences refer to the past, the present or the future?' (the future).


Tell students to complete the rules in pairs, referring back to the example sentences to help.

Ask 'What definite plans have you made for the next few days?' to elicit answers in the present continuous. Ask 'What do you think you're going to do soon?' to elicit answers with *be going to*.

→ Grammar reference Student's Book page 145

Answers

a present continuous b going to c going to

- 2  1.26 Elicit what the class knows about Barcelona, for example, where it is, what languages are spoken there, what there is to see and do (see Cultural background).

Tell students to read the text and complete the gaps with the correct form. They should do this individually and then compare answers with a partner. Play the recording for students to check answers.

Cultural background

Barcelona has a population of 1.6 million and is Spain's second largest city. It is in the north east of Spain and has two official languages (Catalan and Spanish). Its tourist sites include beaches, Gaudí's Sagrada Família and Camp Nou, the largest football stadium in Europe.

Audioscript

- Ali:** I'm really looking forward to Barcelona. We're going to have a great time.
- Jess:** What are you going to do in Barcelona?
- Mrs Malik:** We're going to look at the Gaudí buildings. And it's Barcelona Fashion Week while we're there, so we're going to go shopping!
- Ali:** What? I'm not going to walk around the shops! I'm going to visit the Picasso Museum and I'm going to do a tour of the Nou Camp.

Answers

- 1 're going to have 2 are you going to do 3 're going to look
4 're going to go 5 'm not going to walk 6 'm going to visit
7 'm going to do

- 3 Tell students to look at the first sentence. Ask 'When is *one day*'? to elicit that it refers to a time in the future which is not yet decided.

Tell them to underline any time references in the prompts. Ask 'Which form do we use if we know exactly when something will happen?' (present continuous). Then ask 'Which form do we use when we think something's going to happen?' (*be going to*).

Students write the sentences in full, using either the present continuous or *be going to*. Tell them to do this individually and then compare answers with a partner. Monitor and help as they are working.

Invite different students to read out the sentences.

Fast finishers

Ask fast finishers to write two sets of prompts as in the exercise, one for the present continuous and one for *be going to*. They exchange them with another fast finisher to write the sentences using the correct tense.

Answers

- 1 I'm getting the bus at 6.45 pm tonight.
2 I'm going to cycle to your house next time.
3 They aren't going to buy a new TV.
4 We're walking home after school today.
5 The sky is dark and cloudy. It's going to rain.
6 We aren't catching the 5.30 train tomorrow.

- 4 Ask two students to read the example conversation aloud. Tell them to look carefully at Speaker B's response and elicit why the different forms are used (the present continuous is used as it talks about arrangements for this weekend; *be going to* is used to refer to things the speaker intends to do while shopping).

Tell students to look at the activities and make notes which are true for them. When they are ready, put them into pairs to ask and answer questions about their plans and arrangements. Monitor and join in with the discussions, helping with ideas and language where necessary.

Invite pairs to ask and answer questions in front of the class. Find out who has similar plans.

Corpus challenge

Refer students to the sentence and ask 'Is this sentence about the past, the present or the future?' (the future). Put students into pairs to find and correct the mistake (we use the infinitive with *be going to*).

Answer

My best friend Amy is going to move to a new house next year.

VOCABULARY Phrasal verbs: travel

- 1** Say 'I'm going away with my sister this weekend! We're setting off on Friday night and we're getting back on Sunday night. Our plane is taking off at ten o'clock, so we have to check in at eight o'clock.'

Write the sentences on the board. Ask students what they notice about the verbs, to elicit that they have two parts. Ask what the second part is (a preposition).

Put them into pairs to read the sentences and choose the correct definition for the phrasal verbs. Check answers. Ask students what the opposite of *take off* (land) and *check in* (check out) are.

Answers

1 b 2 b 3 b 4 a 5 a

- 2** Monitor as students complete the sentences in pairs. Tell them that they may need to use the same phrasal verb more than once. Invite different students to read out the sentences.

Answers

1 set off 2 get back 3 go away 4 get back



- 3** Model the activity by asking a confident student the first question.
Students ask and answer the questions in new pairs. Invite different pairs to ask and answer the questions in front of the class.

LISTENING

- 1** Divide the class into teams of three or four. Give them one minute to write down as many forms of transport as they can think of.
Stop them after a minute and ask one person from each group to read out their answers. Accept any possible answers, for example, a skateboard, a rickshaw or a tractor! The winners are the group with the longest list.
Ask students which of the forms of transport they have tried. Ask 'Which was the most exciting? Which do you like best?' Then tell them to look at the photo and ask 'What can you see?' (ski touring).
- 2** Ask students when they might need to listen and take notes (e.g. in class or on the phone). Tell them that this exercise will help them practise taking notes while they are listening, and that they are going to complete the notes about a competition.
Ask them to read the notes and think about which words could go in each space. Invite different students to share their predictions.

Answers

- 1 a place name
2 a number of days or weeks
3 something of interest when you travel
4 a number
5 a date
6 a phone number, photo or entry fee

- 3**  **1.27**  *Preliminary* Listening Part 3 tests students' ability to identify, understand and interpret information. It consists of a monologue and a set of notes with some missing information. Students listen and complete the numbered spaces with words, numbers or short phrases from the text. They hear the recording twice.

Play the recording for students to complete the notes. Tell them to compare their answers with a partner.

Audioscript

OK class – listen carefully! I want to tell you about a fantastic travel writing competition I've heard about. The company holding the competition is called 'World Explorer' and they are offering some amazing prizes. They're well-known for running expeditions for young people to places like Cambodia, Peru and South Africa, but the winner of this competition is going to join an expedition to Canada!


The expedition is going to take place next year, and will last for fifteen days. You'll spend three days in the town of Churchill and then trek out to a research centre on skis or snow shoes, where you'll study local plants and wildlife with a group of scientists. It really is an amazing opportunity!

To enter, you need to write an article about a place you have travelled to. You must include information about the local environment, the people you met, and the culture. Make it as interesting and entertaining as you can!

Based on how popular the competition was last year, the judges are expecting around 3000 entries, so that gives you an idea of how good your article must be! You should write around 1000 words, and definitely no more than 1500. The judges won't even read it if it's longer than that, so be careful.

Today's date is January the 14th, so you've got a few weeks left to write your article. It must arrive by February the 19th, and the results will be sent out on April the 15th.

One last thing – as long as you are under sixteen, the competition is free to enter. You must include your email address as this is how they're going to contact winners. Photographs will only be needed if your article wins, so no need to send those yet. Good luck everyone!

- 4**  **1.27** Play the recording again for students to check their answers. Invite different students to read out the notes. Ask the class whether they would like to enter the competition and why / why not.


Answers

- 1 Canada 2 15 days 3 (the) culture 4 1500
5 February 19 (students can write this in any acceptable format e.g. 19/02 or the 19th Feb.) 6 email address

SPEAKING Making suggestions

- 1 Ask students to read the two questions and ask 'Why are the tenses different?' (we use the present simple to talk about things we always do, and the present continuous to talk about plans).

Put them into pairs to discuss the two questions. Then invite different students to tell the class about their partner.

- 2  1.28 Tell students that they are going to listen to a conversation between two friends who are planning what to do at the weekend. Ask them to predict what activities they might talk about.

Play the recording for students to listen and check their ideas.

Audioscript

A: What shall we do on Saturday?

B: What about going to watch a football match?

A: Well, the problem with that is the tickets are quite expensive. I don't have much money at the moment. Why don't we play tennis?


B: I'm not sure. I don't think the weather's going to be very good this weekend. Tennis isn't fun in the rain! How about meeting at my house and playing video games? I've got a great new football game.

A: That's a good idea. And we could see if Ahmed and Oliver want to come round, too.

B: That sounds great! Yes, let's do that.

Answers

They decide to play video games.

- 3  1.28 Books closed. Brainstorm a list of phrases which could be used to make suggestions and write them on the board. Then ask students to read the phrases in the *Prepare* box and compare them to their own ideas.

Play the recording for students to listen and make a note of the phrases they hear. Check answers.

Answers

What about ...?; the problem with that is ...; Why don't we ...?; I'm not sure; How about ...?; That's a good idea; we could ...; That sounds great!; Yes, let's do that.

- 4 Put students into new pairs and set a short time limit for them to choose three activities to talk about.
- 5 Monitor as students discuss the ideas, giving positive feedback when they use phrases from the *Prepare* box. Ask different pairs what they have decided to do, and encourage them to give further information using *be going to* or the present continuous, e.g. 'We're going to the beach on Saturday. We're going to go swimming and play volleyball.'

Extension activity

Brainstorm more situations when students make suggestions and write them on the board (what to eat for lunch, what to wear to a fancy dress party, etc.). Then put students into groups of four to discuss three of the situations. Tell them that they must all reach an agreement before moving on to the next situation. Remind them to use the phrases from the *Prepare* box. Invite different students to tell the class about what the group have decided for the situations they chose. Ask them to report back using *be going to* or the present continuous.

Cooler

Describe an activity from exercise 4, e.g. 'I'm feeling quite hot and I'm having a delicious ice cream. Where am I?' (the beach). Whoever answers correctly takes a turn to describe where they are using the present continuous for the rest of the class to guess. Try to make sure as many students as possible take a turn at describing where they are.

Project

Ask students which country they would most like to visit and why. Brainstorm a list of popular places on the board. Ask students what they know about each of the places and what there is to see and do there. Put them into pairs. Ask them to choose one of the places and tell them that they are going there next week! Tell them to do some research about it to find out: What the weather is going to be like
Which languages people speak there
Three things to visit
Places to go in the evenings
Students should write a blog post about what they are planning to do on their holiday. Remind them to use *be going to* and the present continuous. In the following class, display the posts around the room, or publish them on the class blog, if you have one. Encourage students to read each other's blog posts and say which place they would most like to visit and why.

Teacher's resources

Student's Book

Grammar reference and practice page 145

Vocabulary list page 132

Workbook

Unit 8, page 32

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks