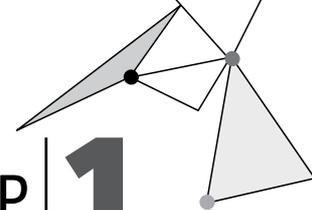
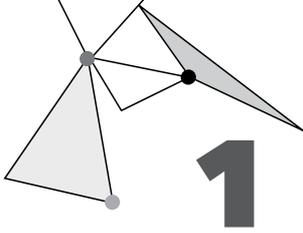


ON THE MAP | 1



Topic	
In this unit, Ss will explore the topics of holidays and road signs.	
1a READING	6-7
<p>Lesson objectives: To read a text for authorial purpose, to read for key information (multiple choice), to answer questions about a hiking trail, to hold a mini debate, to write an email suggesting a hiking trail, to prepare and present a podcast about a hiking trail, to discuss the value of direction</p> <p>Vocabulary: Nouns (<i>mountain range, majority, blaze, moose, encounter, sunbeam, route, record, exhaustion, equivalent, achievement</i>); Verbs (<i>complete, soar, capture</i>); Phrasal verbs (<i>drop out, rack up, catch on</i>); Adjectives (<i>humid, entire, worn-out, troublesome, spectacular, epic</i>); Adverbs (<i>eventually, roughly, mainly</i>), Phrase (<i>on average</i>)</p>	
1b GRAMMAR IN USE	8-9
<p>Lesson objectives: To revise/learn the present simple, the present continuous and stative verbs, to revise/practise adverbs of frequency, to revise/learn the present perfect and the present perfect continuous, to revise/learn have been vs have gone, to talk about a hike, to write a message</p>	
1c LANGUAGE IN USE	10-11
<p>Lesson objectives: To learn prepositional phrases, to practise words easily confused, to learn phrasal verbs with dry, to practise word formation (<i>-ing/-ed</i> adjectives), to revise/learn vocabulary for types of holiday</p> <p>Vocabulary: Types of holiday (<i>safari, city break, activity holiday, beach holiday, skiing holiday, package holiday, cruise, camping holiday</i>), to talk about types of holiday using adjectives, to express agreement/disagreement on a topic, to identify types of texts and complete them (gap fill), to read for key information (multiple matching)</p>	

1d LISTENING SKILLS	12
<p>Lesson objectives: To learn vocabulary for road signs</p> <p>Vocabulary: Road signs (<i>30-mph speed limit, stop and give way, crossroads, junction, pedestrian crossing, traffic lights, cycle lane, roundabout, dead end</i>), to listen for specific information (T/F statements)</p>	
1e SPEAKING SKILLS	13
<p>Lesson objectives: To read for specific information, to listen and read for lexical cohesion (open cloze), to act out a dialogue and practise everyday English for asking for and giving directions, to practise dictation, to practise discourse markers</p>	
1f WRITING	14-15
<p>Lesson objectives: To read for key information (matching headings to paragraphs), to practise using inviting language, to write a flyer</p>	
CULTURE 1	16
<p>Lesson objectives: To read for specific information (multiple matching), to write a section for a webpage, to prepare a webpage about tours in your country</p> <p>Vocabulary: Nouns (<i>crawl, kingfisher, route, outing, commentary, cityscape</i>); Verb (<i>splash</i>); Adjectives (<i>gentle, splendid, choosy, thrilling, amphibious</i>); Adverb (<i>steadily</i>); Phrase (<i>on board</i>)</p>	
MEDIATION 1	17
<p>Lesson objectives: To suggest a tour giving reasons</p>	
REVIEW 1	18
<p>Lesson objectives: To test/consolidate vocabulary and grammar learnt throughout the unit; to practise everyday English</p>	



Go through the objectives box and tell Ss that these are the topics, skills and activities this unit will cover.

- Direct Ss' attention to the warm-up question and have them discuss it in pairs.
- Monitor the activity and then invite various pairs to share their answers with the class.

Suggested Answer Key

A: *When I travel, I like my comforts, so I enjoy staying in a good hotel and relaxing by the swimming pool. I think relaxation is important when you travel, because life can be so stressful at times.*

B: *Well, maybe, but when I go somewhere I like to do something different that I've never done before. For me, the whole point of travelling is to have new experiences!*

A: *Yes, but by doing that, sometimes you can come back home feeling more exhausted than when you left. I don't see the point in that.*

B: *Everyone's different, I guess. But I still think travel is supposed to be exciting and a chance to learn something new! etc.*

1a READING

1 Aim To introduce the topic in the text

Play the video for Ss and elicit their comments and answers in the question.

Answer Key

The AT is the Appalachian Trail, a long hiking trail in the USA that passes through 14 states, and is extremely popular with hikers.

2 Aim To listen and read for authorial purpose

- Read the question and then go through the points in the **Study Skills** box, pointing out that an author's purpose may vary depending on the type of text.
- Play the recording while Ss listen to and read the text to identify the author's purpose.
- Elicit answers from around the class.

Answer Key

The author's main purpose is to inform, as they present a number of facts, many of them backed up by statistics.

3 Aim To read for key information (multiple choice)

- Go through the points in the **Study Skills** box and explain that this will help Ss to do the task.

- Then ask Ss to read the text again and then read the questions and answer choices carefully and do the task.
- Ss can work in closed pairs or on their own and then compare their answers.
- Check Ss' answers.
- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.

Answer Key

- 1 C (*it is not an extremely difficult walk ... covered in thick forests*)
- 2 D (*People have been doing ... at this moment*)
- 3 A (*The only large animals ... avoid people*)
- 4 C (*whole text – mostly last paragraph*)

4 Aim To consolidate information in a text; to answer comprehension questions

- Have Ss read through the questions.
- Give them time to complete the task.
- Elicit answers from around the class.

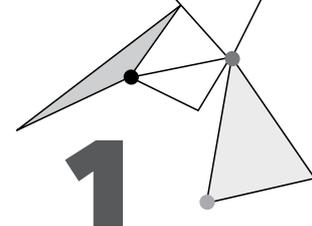
Suggested Answer Key

- 1 *It is not difficult because the mountains it passes through are not very high.*
- 2 *The ideal time to attempt the trail is in late spring because the ground is not very wet then.*
- 3 *They don't complete the full trail for various reasons, such as injuring themselves or becoming ill or too tired to continue.*
- 4 *There are white paint marks on the trees along the route that hikers can follow.*
- 5 *They feel sad that such an exciting journey is now almost over.*

MINI DEBATE

Aim To hold a mini debate; to promote critical thinking skills

- Direct Ss' attention to the statement in the **Mini Debate** box. Explain that a debate presents two sides of a question and speakers should be prepared to argue one side or the other, not necessarily their own views. The second speaker should acknowledge what the first speaker has said, and criticise it where possible, before presenting the opposite view.
- Have Ss work in pairs to prepare a mini debate presenting both sides of the question.
- Go round the class offering help where necessary and then ask various pairs to debate the topic in front of the class. Ss can vote for the speaker they most agree with.



Suggested Answer Key

- A: *Through-hiking is not just for young people. Anyone of any age who is fit enough can attempt a long through-hike. In fact, many elderly people have completed impressive athletic achievements, such as walks, hikes and swims, that have made it into the news. Besides, it's not just about getting to the end of a trail. It's about enjoying the journey and taking pride in the effort you put in.*
- B: *Although it's true that people of all ages do go on through-hikes, an older person would be far more likely to have a medical emergency on the trail due to over-straining themselves. Young people are usually more suited to through-hiking because they are fitter and stronger. What's more, a younger person would also have a greater chance of completing the trail and would therefore gain a deeper sense of satisfaction.*

5 **Aim** To match words to their definitions; to discuss a quotation

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Ask Ss to read the quotation, then initiate a class discussion about its meaning. Encourage all Ss to participate.

Answer Key

roughly: approximately

route: a way from a starting point to a destination

entire: whole

catching on: becoming popular

mainly: mostly

record: the best performance

exhaustion: tiredness

complete: finish

equivalent: a matching amount

worn-out: no longer usable due to damage

troublesome: causing problems

spectacular: amazing

soar: fly high

achievement: accomplishment

epic: impressive

capture: show

Suggested Answer Key

- A: *I think the quotation means that it doesn't matter how fast or slow you go as long as you are heading towards something worthwhile.*
- B: *I totally agree. I also think it refers to having a goal in life that may take some time to reach, but it will be worth it when you do. For example, studying for a profession takes years, but it offers more rewards than an unskilled job you can get straight out of high school. etc.*

DIRECTION

Aim To develop thinking skills & moral values

Ask Ss to read the quotation, then initiate a class discussion about its meaning. Ss can work in closed pairs or groups. Elicit answers from various pairs/groups.

Suggested Answer Key

- A: *I think the quotation means that it doesn't matter how fast or slow you go as long as you are heading towards something worthwhile.*
- B: *I totally agree. I also think it refers to having a goal in life that may take some time to reach, but it will be worth it when you do. For example, studying for a profession takes years but it offers more rewards than an unskilled job you can get straight out of high school. etc.*

6 **Aim** To write an email

- Read through the task and give Ss time to take notes and write their email.
- Invite some Ss to read their emails to the class.
- Alternatively, this task can be set as HW.

Suggested Answer Key

Hi Isabella!

Good to hear from you! So you're looking for somewhere unusual to go on holiday? Why don't you try the Appalachian Trail? I've just been reading about it and it sounds fantastic!

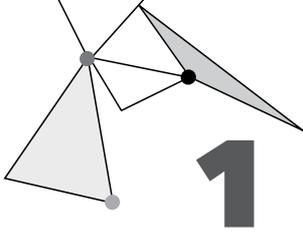
It's a long through-hike (3,500 km) in the USA. It goes through mountains in 14 different states, including Georgia and Maine, but you don't have to do the whole distance if you don't want to! Mostly, it's a gentle hike on low-wooded mountain slopes. There are plenty of places along the way where you can stay, too, like campsites and hostels. Apparently, it's best to go in late spring as the ground is pretty dry for walking then.

Anyway, it sounds like a great chance to see some spectacular scenery and wild animals such as deer, moose and black bears. I know you like that sort of thing, and the animals are not dangerous! Do write back and let me know what you think.

*All the best,
Fiona*

7 **Aim** ICT To develop research skills; to prepare & present a podcast

- In groups, Ss research online for information about a hiking trail in their country and make notes for each of the points listed.
- Give Ss time to prepare a podcast (digital audio file) about it.



- Ask various groups to play their podcasts to the class. This task can be assigned as HW.

Suggested Answer Key

Name: Camino Francés (the French Way), most popular route on the Camino del Santiago in northern Spain

Route: pilgrim path from the 8th century; 790 km from the town of St Jean-Pied-de-Port to the holy city of Santiago del Compostela; lush green countryside and vineyards, picturesque woods and forests

Geography: the French/Spanish Pyrenees Mountains, Miño River, the Meseta Plateau, O Cebreiro mountains

Wildlife: birds, including storks, hoopoes, cuckoos; animals, mainly hares and deer

Places of interest along the route: traditional villages, Romanesque churches, Burgos Cathedral, the Templars' castle at Ponferrada

Hey everyone and welcome back to the podcast. Today we're discussing a famous hiking trail in Spain – Camino Francés, which means the French Way. It's one of the seven through-hikes on the famous Camino del Santiago trail in northern Spain and is actually the most popular one with hikers.

This 790-km trail goes all the way back to the 8th century, when pilgrims made their way to the holy city of Santiago del Compostela. Their starting point was the town of St Jean-Pied-de-Port in the Pyrenees, where the trail still starts today. It takes you through beautiful lush green countryside and vineyards, with picturesque woods and forests at certain points to offer some shade! Starting out from the Pyrenees where they straddle France and Spain, many treats await you. You will pass through some of Spain's important cities and towns such as Pamplona, Logroño, Burgos, Leon and Ponferrada. Near Burgos in central Spain, you can walk on the huge open spaces of the Meseta Plateau with only the sound of the birds. Further to the west in the Galicia region, you'll breathe in the fresh mountain air in the village of O Cebreiro at an altitude of 1,300 metres, nestled between the two mountain ranges of O Courel and Os Ancares. Keep following the trail west and admire the magnificent Miño River as it flows through the Galician town of Portomarin.

The hike is a great opportunity to see some interesting birds. Storks are quite common, and cuckoos at the right time of year. The hoopoe is a fascinating bird also, with a beautiful crest on top of its head. As for animals, you'll see mainly hares and deer in the wild, but as the trail crosses a lot of farmland, there are plenty of cattle, sheep, goats, horses and donkeys!

As part of Camino del Santiago, Camino Francés is a UNESCO World Heritage site. On your journey through the countryside, you will get to see traditional villages and the Romanesque architecture of old churches. In

particular, hikers should look out for the spectacular cathedral at Burgos and the castle of the Templar knights. On reaching your final destination, Santiago del Compostela, be sure and visit the cathedral, where the body of St James is traditionally believed to be buried. It's a great hike! To do the whole thing takes most people about 30 days, but you don't have to do it all! There are some excellent route planners available online, so why not give it a try when you visit Spain?

1b GRAMMAR IN USE

1 a) **Aim** To revise the present simple and the present continuous

- Play the video and elicit Ss' comments.
- Ask Ss to identify the verb tenses in bold in the blog entry. Have students read the list of uses and then match them to the tenses in bold.
- Check Ss' answers and refer Ss to the **Grammar Reference** section for more information or to check any points they are unsure of.

Answer Key

I'm lying – present continuous – an action happening now

is growing – present continuous – a changing situation

'm climbing – present continuous – a fixed future arrangement

leaves – present simple – a timetable (future meaning)

live – present simple – a permanent state

drive – present simple – a repeated action

is coming – present continuous – an annoyance

b) **Aim** To identify stative forms

- Ask Ss to read the blog entry again and find the stative forms.
- Elicit answers from Ss around the class and elicit how the meaning changes in the continuous form.
- Refer Ss to the **Grammar Reference** section for more information or to check any points they are unsure of.

Answer Key

think – have the opinion

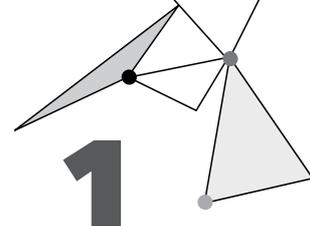
thinking – considering

look – seem

looking – to see with the eyes

2 **Aim** To practise the present simple, the present continuous and stative verbs

Give Ss time to complete the exercise and then check their answers around the class.



Answer Key

- | | |
|---------------------------|-------------------|
| 1 is working | 4 are you looking |
| 2 have (stative) | 5 doesn't leave |
| 3 doesn't smell (stative) | 6 do you go |

3 **Aim** To practise the present simple and the present continuous

- Give Ss time to complete the sentences.
- Elicit answers from Ss around the class with reasons.

Answer Key

- 1 doesn't open (a repeated action)
- 2 are enjoying (a changing situation)
- 3 Does the train depart (a timetable)
- 4 rains (a general truth)
- 5 are rising (a changing situation)
- 6 is sunbathing (an action happening now)
- 7 Does it often snow (a general truth)
- 8 are flying (an action happening now)
- 9 Are you going (a fixed future arrangement)
- 10 is always taking (an annoyance)

4 **Aim** To practise stative verbs

- Explain the task and give Ss time to complete it and then check their answers.
- Elicit reasons from Ss and ask various Ss to explain what each verb means.

Answer Key

- 1 a looks (present simple to describe a state) (seems)
b is looking (present continuous for an action happening now) (seeing with the eyes)
- 2 a think (present simple to describe a state) (have the opinion)
b is thinking (present continuous for an action happening now) (is considering)
- 3 a see (present simple to describe a state) (understand)
b am seeing (present continuous for a fixed future arrangement) (am meeting)
- 4 a tastes (present simple to describe a state) (has the flavour of)
b is tasting (present continuous to describe an action happening now) (is trying)

5 **Aim** To revise the present simple and the present continuous using personal examples

- Ask Ss to work in closed pairs and complete the task.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

Suggested Answer Key

I brush my teeth and have breakfast in the morning. I don't walk to work. I take the bus. Right now, I am having an English lesson and I am writing in my notebook. This weekend I am meeting my friends. I'm not getting up early.

6 **Aim** To revise adverbs of frequency

- Ask Ss to read the adverbs of frequency and the phrases in the list.
- Read out the example and ask various Ss around the class to say what they do when they visit a new place, following the example.

Suggested Answer Key

I always research the place on the Internet. I sometimes upload photos on social media. I often buy souvenirs. I never talk to locals or keep a travel diary. I usually sample local food. I occasionally check in online. I rarely take a selfie. I seldom send postcards.

7 **Aim** To revise the present perfect and the present perfect continuous

- Play the video.
- Ask Ss to identify the underlined tenses in the blog entry.
- Have Ss read the list of uses and then match them to the underlined tenses.
- Check Ss' answers and refer Ss to the **Grammar Reference** section for more information or to check any points they are unsure of.

Answer Key

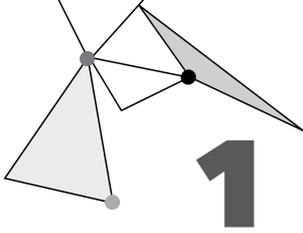
've been walking – present perfect continuous – an action that started in the past and continues up to the present with emphasis on duration
has just hit – present perfect – a recently completed action
have changed – present perfect – an experience or change

8 **Aim** To practise the present perfect and the present perfect continuous and adverbs used with these tenses

- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 has been raining since
- 2 has just called
- 3 Have you visited, yet
- 4 have been swimming, all morning
- 5 haven't started, yet



- 6 *have been hiking, all day*
- 7 *have been planning, for*
- 8 *Has, already booked*
- 9 *has never travelled*
- 10 *Have you seen, yet*

9 Aim To practise have been/have gone

- Explain the task and give Ss time to complete the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 *has gone to* 4 *have gone to*
- 2 *have been to* 5 *have ... been to*
- 3 *have ... been in*

10 Aim To practise the present perfect and the present perfect continuous

- Explain the task and read out the example.
- Ask Ss to work in closed pairs and complete the task using the phrases and following the example.
- Monitor the activity around the class and then ask some Ss to share their answers with the class.

Answer Key

Dan has been complaining for an hour.
Sue has eaten three energy bars since morning.
Peta's feet have been hurting for days.
Mandy has taken 30 photos so far.

11 Aim To practise present tenses

- Give Ss time to complete the task and then elicit answers from Ss around the class.

Answer Key

- 1 *Have you been enjoying*
- 2 *are having*
- 3 *hasn't rained*
- 4 *hike*
- 5 *haven't visited*
- 6 *are going*
- 7 *have read*
- 8 *stretch*
- 9 *haven't seen*
- 10 *Are you doing*

12 Aim To write a message

- Explain the task and give Ss time to write a message in reply to the one in Ex. 11.
- Ask various Ss to read out their messages to the class.
- This task can be assigned as HW.

Suggested Answer Key

Hi! It sounds like you're having a great time. I'm having a nice holiday, too. We're in the South of France. We're staying on a campsite, and we've been driving around the French countryside all day, every day. It's very beautiful. We've visited a chateau and a vineyard so far. The weather is great, too, so I've got a bit of a tan. Tomorrow, we're going to the beach. Not very exciting, but very relaxing.

1c LANGUAGE IN USE

1 Aim To practise prepositions

- Give Ss time to read the sentences and choose the correct prepositions. Ss can use their dictionaries if they want to, either printed or online.
- Check Ss' answers.
- Ask Ss to create a prepositions section in their notebooks and list prepositional phrases they come across in alphabetical order. Ss should do that throughout the year. Ask Ss to revise regularly and try to memorise these phrases. Encourage Ss to use them in sentences of their own.

Answer Key

- 1 *on* 2 *in* 3 *to* 4 *in* 5 *of*

2 Aim To understand words easily confused

- Draw Ss' attention to the **Study Skills** box and explain that although some words seem similar in meaning, only one word is usually correct in context.
- Give Ss time to use their dictionaries to help them complete the task.
- Check Ss' answers.

Answer Key

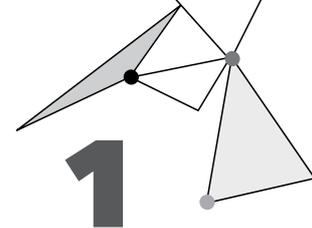
- 1 *hold* 3 *catch*
- 2 *grab* 4 *capture*

3 Aim To learn phrasal verbs with dry

- Ask Ss to read the phrasal verbs box and make sure that Ss understand the definitions.
- Then give Ss time to complete the task and check their answers.
- Tell Ss to create a phrasal verbs list in their notebooks and list the phrasal verbs they come across in alphabetical order together with a definition and an example sentence. Tell Ss to revise this list from time to time and to add to it every time they come across a new phrasal verb.

Answer Key

- 1 *off* 2 *up* 3 *out*



- 4 a) **Aim** To practise word formation (-ing/-ed adjectives)
- Read the theory box and give Ss time to choose the correct adjectives in the task.
 - Check Ss' answers.

Answer Key

- 1 tiring 3 shocking 5 confused
2 annoyed 4 appalling

- b) **Aim** To practise -ing/-ed adjectives by continuing a story

- Have Ss look at the picture and read the opening sentence of the story.
- Ss take turns around the class to add on an extra sentence to continue the story, using -ing/-ed adjectives.
- Monitor the activity, providing help when necessary.

Suggested Answer Key

Everyone was **excited** because they were going to climb a mountain they had never been up before. As they crossed the river, James felt **frightened** that the bridge might collapse. This wasn't too **surprising**, as it was made of logs and didn't seem very strong! They took the risk anyway and managed to get across without anything **shocking** happening. But as they were continuing their hike, Ben tripped over and let out an **appalling** yell! He had sprained his ankle and said that although it was **disappointing**, they would have to go back. James and Lenny were **confused** about how to help him back over the narrow bridge. But they felt **delighted** when they found a shallow crossing further down the river. They walked across safely, carrying Ben, and got back to base camp, quite **exhausted**. They felt most **relieved**, however, to be able to get some first aid for Ben.

- 5 **Aim** To learn/practise vocabulary for types of holidays

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 safari 5 skiing holiday
2 city break 6 package holiday
3 activity holiday 7 cruise
4 beach holiday 8 camping holiday

- 6 **Aim** To express preferences for types of holidays using adjectives; to express agreement/disagreement

- Go through the adjectives in the list and then read the example exchange.
- Ss work in pairs to express their holiday preferences, as in the example.
- Monitor the activity around the class and invite different pairs of Ss to share their preferences with the class.
- Draw Ss' attention to the statement and encourage them to think about typical activities/jobs that people have to do when planning a holiday. Which ones do they think women would be best at? Which ones would be more likely to be organised by men?
- Allow Ss time to form their opinions and invite various Ss to comment on the statement.

Suggested Answer Key

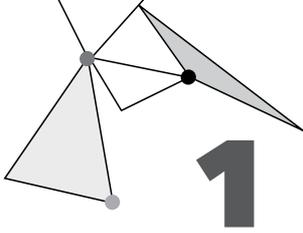
- A: I prefer activity holidays because they're exciting. What about you?
B: Well, I prefer safaris to activity holidays. They are less tiring.
A: I prefer package holidays because they're relaxing. What about you?
B: Well, I prefer skiing holidays to package holidays. They are less boring.
A: I prefer camping holidays because they are close to nature. What about you?
B: Well, I prefer city breaks to camping holidays. They are more interesting.
A: I prefer beach holidays because they're usually quite cheap. What about you?
B: Well, I prefer cruises to beach holidays. They're more expensive but they're worth it!

- Aim**  To promote gender equality

- Ask Ss to read the question, then discuss in closed pairs or groups. You can ask Ss to think about what makes a holiday successful e.g. packing the right things, booking hotels, rent a car, book tickets, arrange for family pets, plan travel routes etc.
- Go round the class and monitor the task, then ask pairs/groups to present their ideas to the class.

Suggested Answer Key

- A: I do agree that women are good holiday organisers. I think that women are better at things like doing the packing, not forgetting to put important things like earplugs in the case, and doing last-minute shopping for holiday essentials. They're also more likely to make arrangements for people to look after the family pets and water the plants while they're away on holiday.



B: Well, you are right, but I don't entirely agree that only women can plan a holiday. I believe that men are better when it comes to things like travel arrangements. They tend to organise things like car rental, airport parking space and foreign currency. Also, men are usually best at planning travel routes, getting a good map and so on.

A: You've got a point although I don't agree that men can take care of travel arrangements better than women. Think how many women go on business trips nowadays and can see to car rentals, airport parking spaces and foreign currency. To me, if someone has an organised mind, they can think of all the details that can make a holiday stress-free despite their sex.

7 Aim To complete texts (gap fill); to identify text types

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Then elicit which type of text each one is.

Answer Key

- | | |
|-----------------|-------------|
| 1 fascinating | 7 cosy |
| 2 friendly | 8 delicious |
| 3 major | 9 peaceful |
| 4 exciting | 10 clear |
| 5 secluded | 11 deserted |
| 6 freezing cold | |

- | | |
|-----------------|--------------|
| A advert | C blog entry |
| B forum message | |

8 Aim To read for key information (multiple matching)

- Tell Ss to read the sentences and underline the key words in them.
- Then Ss match the sentences to the holidays in Ex. 5.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| A 3 | C 1 | E 8 | G 5 |
| B 7 | D 6 | F 4 | H 2 |

9 Aim To express agreement/disagreement

- Have Ss work in pairs to discuss the statements together and say whether they agree or disagree.
- Monitor the activity around the class and have some pairs share their views with the rest of the class.

Suggested Answer Key

A: I agree that activity holidays are a great way to practise a sport because there's such a wide variety to choose from. Something for everyone who likes keeping fit.

B: Yes, that's right. It's not just rafting. There are lots of others, like mountain climbing, paragliding, scuba diving and so on, so it's a chance to learn something new!

A: On a cruise, you can see new places when you stop off at a port and explore the city. Plus, it's easy to make friends with your fellow travellers on board because you see them at meals and on deck.

B: I'm not so sure about that. I think you spend too much time at sea and not enough on land. I'm sure I'd be bored. And if you dislike any of the passengers, it's hard to escape from them!

A: I definitely believe we can learn a lot about how animals live in the wild by going on safari. It's a great chance to see them up close, hunting, looking after their young and so on.

B: I agree up to a point with the statement, but I think that safaris can also disturb animals so their behaviour is not as normal as it would be if we weren't there!

A: I think package holidays are a great idea! You don't have to worry about a thing. The tour company does it all for you – meals, accommodation, travel arrangements, the lot!

B: Yeah, I tried one once and was very pleased. Plus, they have the advantage of offering value for money. They're usually much cheaper than if you arranged the holiday yourself.

A: Camping holidays don't necessarily help us to understand the natural world. I think some campers can be very careless and don't respect nature at all, leaving rubbish behind, for example.

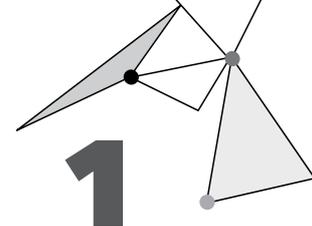
B: I see your point. But I do agree with the statement. A responsible camper can learn a lot just by being outdoors all the time. You can notice all sorts of things in the natural environment that you'd never see in a city.

A: There's no doubt that beach holidays help us rest and relax. What could be more soothing than spending a day on the golden sand just listening to the sound of the waves? It's a great opportunity to chill out reading your favourite book!

B: I agree. And swimming and enjoying the sunshine definitely make you feel happier. It's a scientific fact that sun and sea release all sorts of feel-good chemicals in the brain!

A: There's nothing like a skiing holiday for keeping yourself fit! Skiing is an amazing form of exercise. And the more you do it, the better you get at it. You can see why people become such fans of skiing.

B: That's true. And who doesn't enjoy having some fun in the snow? Even if you're not a good skier, you can still have a great time trying out other activities like snowboarding.



A: I agree that a city break helps you learn a lot about a city's history and culture. In fact, whenever I visit a new city, I always visit the most important old buildings and check out a museum or two.

B: Yes, that's right. But I find that a short weekend break is usually not enough to see everything! When I visited Paris, for example, I wished I had booked a longer stay. There was so much to see!

means the main road bends ahead, and you have to use the indicator light to leave the main road and enter one of the smaller roads.

A: There's a red triangle with a black X sign we have here. That's a warning that there's a crossroads ahead with no traffic lights.

B: And finally, there's a warning sign for accident black spots on the road. It's a red triangle with a car turned over on its side!

1d LISTENING SKILLS

1 **Aim** To present vocabulary related to road signs

- Ask Ss to read the words in the list. Explain/Elicit the meanings of any unknown words or ask Ss to look them up in the Word List or in their dictionaries.
- Then ask Ss to look at the road signs and complete the gaps.
- Elicit answers from Ss around the class.

Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 speed | 4 junction | 7 lane |
| 2 way | 5 pedestrian | 8 roundabout |
| 3 crossroads | 6 lights | 9 end |

2 **Aim** **ICT** To develop research skills; to talk about road signs in your country; to promote interculturality

- Direct Ss' attention to the questions. Ss work in pairs to discuss them, researching information online if necessary.
- Monitor the activity and then elicit answers from pairs around the class.

Suggested Answer Key

- A: As far as I know, we have similar road signs in our country. In fact, some of them are exactly the same, like the stop sign and the signs for junctions and crossroads.
- B: Yes, but I think the roundabout sign is a bit different. I have seen ones with a blue background and a white background but not a green one.
- A: On the other hand, there are some signs in this country that might confuse a foreign driver. The upside down red triangle means you have to give way to the other road user, but there's no writing inside it, like there is in the UK. Then there's the red triangle with the exclamation mark. That means that no cars are allowed beyond that point. It's not just a warning.
- B: True. The red circle with the horizontal black line across it might be confusing, too. It means either customs or police or tolls! And then there's that strange one that looks like an angry emoji! That

2 **Aim** To develop thinking skills; to talk about road signs (synthesis)

- Ask Ss to work in closed pairs and look at the map and talk about where they might see the road signs, following the example.
- Monitor the activity around the class and then ask various pairs to share their answers with the class.

Suggested Answer Key

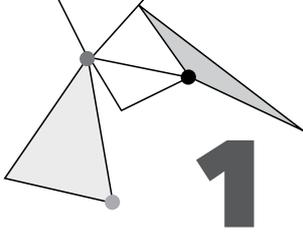
- A: You might see a 30-mph speed limit sign on Hill Street. It's probably a quiet street.
- B: Yeah. I think you might see a stop and give way sign on Mill Road. There's probably a lot of cars that come down Elm Street.
- A: You'll probably see roundabout signs at the end of Elm Street, Holly Avenue and Riverside Avenue.
- B: Hillside Close, Valley Close and Birch Close are dead ends, so you might see dead end signs there.
- A: You might see a junction sign on Elm Street and a crossroads sign on Holly Avenue.
- B: I agree. You might see a pedestrian crossing sign and a traffic lights sign on Holly Avenue, too, because it seems like a busy road.

3 **Aim** To prepare for a listening task

- Direct Ss' attention to the **Study Skills** box and explain this will help them do the listening task.
- Explain the task and give Ss time to read the sentences, find the key words and answer the questions.
- Elicit answers from Ss around the class.

Answer Key

- | | |
|---------------------------------------------|-----|
| 1 London | |
| 2 directions to Regent's Park | |
| 3 bus ... longer than ... underground | |
| 4 nearest underground ... Notting Hill Gate | |
| 5 Oxford Circus, change ... blue line | |
| 6 woman decides ... take the bus | |
| 1 two | 2 C |



4 **Aim** To listen for key information (T/F statements)

- Ask Ss to read the sentences (1-6) again and then play the recording and have Ss mark the statements as true or false according to what they hear.
- Check Ss' answers.
- Play the recording again with pauses for Ss to check their answers.

Answer Key

1 T 2 F 3 T 4 F 5 T 6 F

1e SPEAKING SKILLS

1 a) **Aim** To read for specific information

Ask Ss to read the dialogue and then elicit answers to the questions.

Answer Key

The driver is on the other side of the river before the bridge. She is going to Potter's Pond.

b) **Aim** To listen and read for lexical cohesion (open cloze)

- Give Ss time to read the dialogue again and complete the gaps with an appropriate word.
- Play the recording for Ss to listen and read and check their answers.

Answer Key

1 from 3 on 5 on
2 across 4 onto 6 at

2 **Aim** To develop speaking skills; to act out dialogues asking for and giving directions

- Explain the task and ask Ss to act out dialogues similar to the one in Ex. 1 in pairs using the diagram.
- Monitor the activity around the class and offer assistance as necessary.
- Then ask some pairs to act out their dialogues in front of the class.
- Ask Ss to evaluate pairs' performances.

Suggested Answer Key

A: Excuse me. Is Valley Close far from here? I was following the map on my phone, but my phone died.

B: It's not very far. Let's see ... Once you cross the bridge here in front of you, you come to a roundabout. Go straight across onto Ivy Road.

A: OK, got it. Then what?

B: Keep going straight on until you reach a junction. That's Beech Street.

A: And do I turn left or right there?

B: Take a right onto Beech Street and then take the first left into Hill Street. And then Valley Close is the first street on your right.

A: So ... that's straight on at the first roundabout, right at the junction, first left and first right. How long does that take?

B: It's a two-minute drive. Maybe a little more.

A: Thank you so much for your help!

A: Excuse me. Is Mill Road far from here? I was following the map on my phone, but my phone died.

B: It's not very far. Let's see ... Once you cross the bridge here in front of you, you come to a roundabout. Take the first exit onto Riverside Avenue.

A: OK, got it. Then what?

B: Keep going straight on until you reach a crossroads.

A: And do I turn left or right there?

B: Go straight on onto Elm Street and then Mill Road is the first street on your left.

A: So ... that's the first exit at the roundabout, straight on at the crossroads and first left. How long does that take?

B: It's a two-minute drive. Maybe a little less.

A: Thank you so much for your help!

3 a) **Aim** To present discourse markers

- Play the recording with pauses for Ss to repeat chorally and/or individually. Check Ss' intonation and correct where necessary.
- Then elicit which sentences express which of the options in the list.

Answer Key

1 determination 3 uncertainty
2 arrangement 4 confirmation

b) **Aim** To practise discourse markers

- Explain to Ss what discourse markers are (words or phrases like *right*, *OK*, etc. We use them to connect, organise and manage what we say/write).
- Give Ss time to think of their own sentences using the discourse markers and then elicit answers from Ss around the class. Ask Ss to use appropriate intonation.

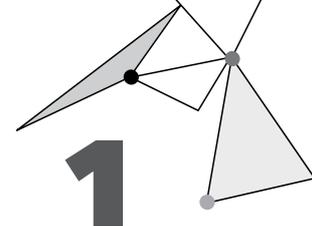
Suggested Answer Key

Right! Let's go for a hike on Sunday.

So, pick me up at 6.

Well, maybe the weather will be nice.

OK, I'll call you later.



Dictation

Aim To practise dictation

- Ask Ss to close their books and then play the recording for them to write down the four sentences.
- Ask Ss to open their books and then check what they have written against the sentences, correcting any mistakes.

1f WRITING

1 **Aim** To read for key information (matching headings to paragraphs)

- Explain the task and any unknown words.
- Give Ss time to read through the model and complete the gaps with the correct headings.
- Check Ss' answers.

Answer Key

1 B 2 A 3 D 4 C

2 **Aim** To prepare for a writing task

- Read out the **Writing Tip** and tell Ss that this advice will help them to complete the writing task successfully.
- Have Ss read the flyer in Ex. 1 again and identify all the features in bold from the **Writing Tip** in the flyer.
- Elicit answers from Ss around the class.

Answer Key

Directions: *We're only a leisurely five-minute walk ... red building on the left.*

Description: *There's a shared kitchen ... no cooking facilities.*

Special offer: *50% off your first night with this flyer!*

3 **Aim** To identify descriptive language

- Explain the task and give Ss time to scan the flyer again and find the descriptive words or phrases the flyer uses.
- Check Ss' answers around the class.

Answer Key

1 *impressive* 4 *the most beautiful*
 2 *leisurely* 5 *cosy*
 3 *spacious* 6 *a short stroll from*

4 **Aim** To prepare for a writing task

- Ask Ss to copy the table into their notebooks and complete it with the prompts in the list.
- Check Ss' answers on the board.

Answer Key

location	<ul style="list-style-type: none"> • <i>in the town centre</i> • <i>near the river</i> • <i>at the junction</i>
facilities	<ul style="list-style-type: none"> • <i>gym</i> • <i>restaurant</i> • <i>rooftop swimming pool</i>
rooms	<ul style="list-style-type: none"> • <i>single rooms with a view</i> • <i>double rooms with large balconies</i> • <i>twin rooms</i>

5 **Aim** To develop writing skills; to write a flyer

- Tell Ss to use their notes from Ex. 4 and the plan to help them write their flyer.
- Give Ss time to complete the task and check their work against the Checklist.
- Then ask various Ss to read their flyers to the class.
- This task may be assigned as HW.

Suggested Answer Key

The Park Hotel

Location

We're right in the heart of the town near the junction with Park Road and just a short stroll from one of the most beautiful rivers in the country.

Facilities

We offer a wide range of facilities including a fully equipped modern gym, a top-class restaurant and a delightful rooftop swimming pool.

Rooms

We have a wide range of comfortable rooms available. There are single rooms with a view, double rooms with large balconies and twin rooms.

Directions

We are just five minutes' walk from the railway station. Take a right coming out of the main entrance and walk along Bridge Road for about 100 metres. Cross the bridge and go straight on until you come to the crossroads with Long Street. Turn right onto Long Street and follow the road without making any turns. In a couple of minutes you will find us, the grand stone building on the left. We're looking forward to having you as our guest!

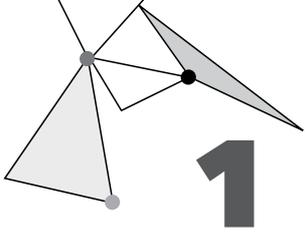
Special offer

25% off your stay with this flyer

CULTURE 1

1 **Aim** To introduce the topic; to identify specific information

Play the video and elicit Ss' comments and their answers to the question.



Answer Key

B, C

2 **Aim** To read for key information (multiple matching)

- Play the recording. Ss listen to and read the text and then answer the questions.
- Elicit answers from Ss around the class. Ss should justify their answers.
- Then give Ss time to explain the words in bold using their dictionaries or the Word List to help them.

Answer Key

- 1 D (a bit expensive)
- 2 B (ducks...kingfisher)
- 3 A (steadily growing)
- 4 C (commentary)
- 5 A (passengers past ... in the other)
- 6 B (Starting ... countryside)
- 7 D (bus tour route)
- 8 C (five-course meal)

Suggested Answer Key

choosy (adj): taking extra care when making a choice

thrilling (adj): very exciting

outing (n): a pleasure trip

commentary (n): a description of an event as it happens

cityscape (n): a city landscape

amphibious (adj): able to travel on land and on water

splash (v): to enter the water noisily

- Give Ss time to look up the meanings of the words in the **Check these words** box in the Word List.

3 **Aim** ICT To develop research skills; to write a webpage about city tours

- Ask Ss to work in small groups and give them time to research online and find out information about ways to see the capital city in their country or another country and use this information to write a webpage with a shared introduction and separate sections. Each student in the group should write a section.
- Ask various groups of Ss to present their webpages to the class.
- This task may be assigned as HW. Remind Ss to add pictures.

Suggested Answer Key

Top Paris Tours

Paris is one of the most famous cities in the world and a top destination for tourists and travellers. There are lots of options for exploring this city, so here's a list of our top ways to see the sights.

Lunch Cruise

Why not book a ticket on one of the long lazy afternoon cruises that head west along the Seine? Starting at Notre Dame, these gentle outings take you past the Musée d'Orsay and the National Assembly towards the Eiffel Tower and then back again. There's a delicious lunch offered on board.



Dinner Cruise

Every city looks magical at night and Paris is no exception. There are a large number of night-time tours that sail up and down the river, offering a five-course meal and a guide



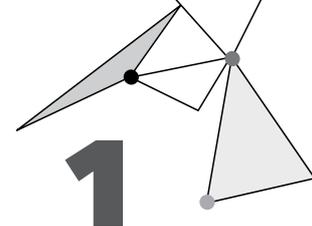
giving a running commentary in 14 languages. All of them offer the unbeatable cityscape of Paris, lit up for your pleasure. The boats are called Bateaux Parisiens and they are all glass to protect you from the night air. They also have live music to create a romantic atmosphere.

Enchanted Cruise

This cruise is a magical experience for children and adults. Two actors host the experience and provide a magical show with musical entertainment, songs, riddles, stories and other surprises. Guests enjoy a 360° view of the sights along the river during their hour-long tour and they can get a CD of the experience to keep.

Aim ICT To develop research skills; to promote interculturality; to present tours in Ss' own country

- Ask Ss to work in small groups and give them time to research online and find out information about tours people can go on in their country.
- Ss use this information to prepare their presentation with a shared introduction and separate sections. Each student in the group should prepare a section.
- Ask various groups of Ss to present their tours to the class.
- This task may be assigned as HW. Remind Ss to add pictures.
-



Suggested Answer Key

Top Tours in Spain

Spain has such a rich variety of interesting places to visit, making it a top destination for touring. There are lots of tours on offer for getting around, so here's a list of our top ways to explore the country.

Avila and Segovia one-day tour

A must for history lovers! Starting out from Madrid, you will visit two of Spain's oldest and most historic cities.



iStock photo ID:525149143

Admire the ancient walls and towers that were built to protect Avila and then move on to visit the Convent of St Teresa and the Basilica of St Vincent. The city of Segovia is famous for its 16km-long aqueduct, which was built by the Romans. You will also visit the elegant cathedral and the Alcázar, Spain's most spectacular castle. Lunch is included.

€100

Whale and dolphin watching cruise

Make the best of Spain's sunny weather enjoying a trip on a catamaran with a small group. The tours leaves from Puerto Colon and follows the



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coast, where you will be delighted to see whales and dolphins enjoying their natural habitat! Food and drinks are served continuously on board, including fruit, tapas and snacks. You will also have the chance to admire the beautiful mountains of Tenerife. Make sure to bring your camera!

€90

La Sagrada Familia guided tour

This is a fully guided 4-hour tour, conducted in both Spanish and English, for those who want to find out more about the work of Spain's greatest architect, Antoni Gaudi.



iStock photo ID:1194145541

The tour guide will meet you at Park Guell to escort you around Barcelona. The highlight is of course the Cathedral with its magnificent four facades decorated

with carved figures and scenes from the Bible. Inside, you will be amazed at the high vaulted ceiling and stained glass windows. On leaving the Cathedral, you will find a choice of eateries for lunch nearby.

€80

Wine tasting in Montserrat

Visit the monastery at Montserrat in its gorgeous mountain setting and then go on to the beautiful 10th century castle of Oller del Mas, set in acres of vineyards.



iStock photo ID:859748070

You will explore the castle's old wine cellars and learn about how wine has been produced here for centuries. Then enjoy a multi-course Catalan lunch served with the wines of your choice. A truly gourmet experience!

€200

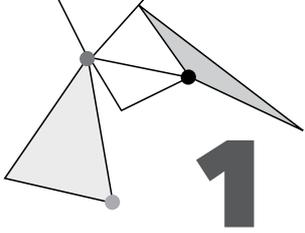
MEDIATION 1

1 **Aim** To mediate; to suggest a tour giving reasons

- Read out the task and make sure Ss have understood the situation.
- Go through the **Study Skills** box and explain that this will help Ss do the Speaking task in a natural way.
- Give Ss time to prepare their answers.
- Ss read the tours and underline the key information, then prepare their answers.
- Explain that Ss need to take into consideration all details given in the rubric to make their decision.
- While Ss do the task, they need to mention all three tours and give reasons why they are/aren't appropriate.
- Elicit answers from Ss around the class. Ss need to use their own words.

Suggested Answer Key

Hi Lars! How are you? It's great that you're coming over to Ireland. I'm sure you'll love it. ... So listen, I had a look at those tours you sent me. Taking your situation into account, I think you'd be best going for the In and Around Dublin tour. It's certainly the cheapest, so that would suit your budget. Plus, as you say you want to see something of Dublin, I think it would be perfect. They take you around a mixture of places, like old churches and cathedrals, and you get to see the Georgian buildings, too. So that would satisfy your liking for history, but you also go to Temple Bar, which is one of Dublin's most fashionable and iconic areas. Oh, and



since you like a bit of nature too, Phoenix Park should be just the thing. As the ad says, it's a beautiful green park. Just hope it doesn't rain for your picnic! The other two tours look interesting, but they miss out on Dublin and they're much more expensive! Anyway, hope that helps!

REVIEW 1

Vocabulary

1 **Aim** To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|------------|------------|-----------|
| 1 trail | 5 limit | 9 hiking |
| 2 lights | 6 mountain | 10 routes |
| 3 peak | 7 city | |
| 4 campsite | 8 final | |

2. **Aim** To consolidate vocabulary from the unit

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|------------|-------|
| 1 appalling | 3 grab | 5 way |
| 2 crossing | 4 secluded | |

3 **Aim** To practise prepositional phrases and phrasal verbs

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 up 2 to 3 in 4 off 5 on

Grammar

4 **Aim** To practise the present simple and the present continuous

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|-----------------|
| 1 Is it raining | 4 isn't working |
| 2 doesn't like | 5 researches |
| 3 is always making | |

5 **Aim** To practise present tenses

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|------------------------|------------------|
| 1 has already uploaded | 4 Have you seen |
| 2 has been walking | 5 has been doing |
| 3 has gone | |

Everyday English

6 **Aim** To match exchanges

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 b 2 a 3 e 4 c 5 d

Reflection & Evaluation

Ask Ss to assess their own performance in the unit by answering the questions. They then ask their classmates the same questions and evaluate them.

Suggested Answer Key

I think you are excellent at teamwork but could use simpler language when mediating a topic. etc.