

8

Unit overview

Vocabulary

Weather: cloudy, foggy, icy, It's raining, It's snowing, rainy, snowy, sunny, thunder and lightning, windy

Temperature: boiling, cold, cool, freezing, hot, warm

Grammar

Past simple affirmative: regular verbs

Past simple affirmative: irregular verbs

Functions

Talking about holidays:

How was the/your holiday? It was brilliant because it was sunny. It was terrible because it was raining.

What was the weather like? It was cold and rainy.

Was the food nice? It was great. / It was OK.

Were there any activities? Yes, there was a disco.

Yes, there were some trips.

Fantastic! That's great!

Oh dear! Poor you!

Skills

Reading: Understanding texts about holidays; understanding texts about art education

Listening: Understanding a conversation about visiting Paris; understanding a conversation about music choirs

Writing: Writing a postcard

Speaking: Answering personal questions; doing a presentation about a real or imaginary holiday; talking about music habits

Pronunciation

/t/, /d/ and /ɪd/

Sustainable Development Goals 4 and 13

Quality education

Climate action

Future skills

Mini real-life task: Social responsibility: showing empathy

Future skills project 8: Self-management: progress monitoring

End-of-course future skills project 0-8: Reflecting on the future skills from the course

GSE Learning objectives

Development indicators

Speaking

- Can say what the weather is like using basic phrases. (GSE 27)
- Can talk about things they can or can't do using a simple fixed expression. (GSE 28)
- Can answer simple questions about very familiar topics, if delivered slowly and clearly. (GSE 29)
- Can ask others if they can do everyday activities using basic language and supported by pictures or prompts. (GSE 30)
- Can talk about a familiar place in a basic way. (GSE 35)
- Can describe weather conditions in their country using simple language. (GSE 36)
- Can ask where others were in the past, using *was/were*, given a model. (GSE 37)

- Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
- Participate appropriately in simple social and interpersonal exchanges using simple language.

Writing

- Can write basic, single-clause sentences, given a model. (GSE 29)
- Can write simple sentences using familiar words, given prompts. (GSE 30)
- Can write correctly structured questions with question marks. (GSE 35)

- Write simple sentences on familiar topics and situations.
- Use a wide range of types of punctuation accurately.

8

Weather

GUESS THE ANNUAL RAINFALL!

Lesson goal:
Ss can talk about the rainfall in cities around the world.

Warm-up: Use the Corners technique. Assign each of the corners of the classroom to one of the seasons: spring, summer, autumn, winter. Ask Ss to decide which season they like best and move to its corner. Next, put Ss in groups of four, one from each corner if possible. Ask them to think of reasons that could persuade their partners that their preferred season is best.

Setting the goal:
Write *weather* and the names of the seasons on the board. Elicit any words that Ss already know to describe the typical weather in each season for their own country. Explain that in this lesson, Ss will learn how to talk about the rainfall in cities around the world.

Sustainable Development Goal 13: Teaching notes page 221



Mumbai, India
2,390 mm



New York, the USA
1,100 mm



Dublin, Ireland
760 mm



Tokyo, Japan
1,530 mm



London, the UK
560 mm



Paris, France
640 mm



Rome, Italy
800 mm



Buenos Aires, Argentina
1,040 mm

- 1 **8.1** Look at the quiz and guess. How much rainfall is there in each city in a year? Write the numbers in the box next to the cities. Then listen and check.

560 mm 640 mm 760 mm 800 mm
1,040 mm 1,100 mm 1,530 mm 2,390 mm

- 2 **iExplore** Choose a city in your country and find out the average annual rainfall today. Then find out the average annual rainfall fifty years ago. Is there a big difference?

13 CLIMATE ACTION



The average global temperature on Earth is going up by 0.15–0.20°C every 10 years.

☐ I can talk about the rainfall in cities around the world. **ninety-nine 99**

Teacher's resources

- Teaching notes page 221
- On the Portal:**
 - Sustainable Development Goals worksheet

Students' resources

- Workbook page 77
- On the Portal:**
 - Digital Workbook

Reflecting on the goal: Books closed. Read out the goal to Ss and ask them to raise a hand if they feel they are confident about this discussion point.

Lesson goal:
Ss can talk about
the weather and
temperature.

8

Vocabulary

Warm-up: Play a game. Put Ss in groups of four. Ask each Ss to draw an object they cannot live without. Collect the drawings and give them to another group so each Ss receives one picture. Next, tell Ss that their group is in the middle of the Sahara, and the only thing each of them have is the object in the picture. Their task is to convince their partners that their object will help them survive. Set a time limit and ask each group to agree on the most useful object together. Monitor Ss' progress and help with any unfamiliar vocabulary. To wrap up, ask each group to report back on which object they selected and why.

Setting the goal:
Books closed. Write *weather* on the board. Ask: *What's the weather like in the Sahara?* and elicit any ideas. Then set a time limit and ask Ss to write as many words in English connected to the topic as they can think of. Elicit words from a willing Ss, then ask the rest of the class to add to it. Write the list on the board. Then explain that in this lesson, Ss will learn how to talk about the weather and temperature.

Weather

1 **8.2** Label the photos with the weather words in the boxes. Then listen and check.

cloudy foggy icy sunny windy



It's **foggy**.



1 It's **sunny**.



2 It's **windy**.



3 It's **cloudy**.



4 It's **icy**.

raining snowing thunder and lightning



5 It's **snowing**.



6 There's **thunder and lightning**.



7 It's **raining**.

Temperature

2 **8.3** Label the thermometers with the words in the box. Then listen and check.

boiling cold cool freezing hot warm



freezing



1 **cold**



2 **cool**



3 **warm**



4 **hot**



5 **boiling**

Look!

It's raining. / It's a rainy day.
It's snowing. / It's a snowy day.

Look!

40°C = It's forty degrees (Celsius).
-5°C = It's minus five degrees (Celsius).
In spoken English, we often omit 'Celsius'.

one hundred

Teacher's resources

- **Teaching notes** page 222
- **Audioscript** page 238

On the Portal:


- Extra practice activities
- Vocabulary game
- Unit 8 Quick Test Vocabulary

Students' resources

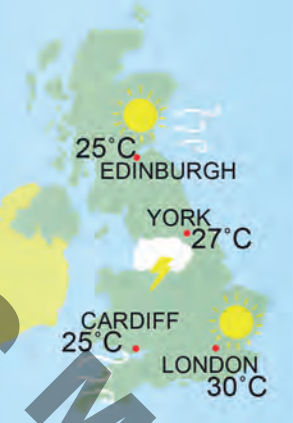
- **Workbook** pages 64-65


On the Portal:

- Digital Workbook
- Extra practice activities
- Vocabulary game

- 3  8.4 Look at the maps and complete the weather forecasts below. Use the words from Exercises 1 and 2. Listen and check.


SUMMER IN THE UK




SUMMER WEATHER FORECAST 

Today in Edinburgh, it's **sunny** and ¹ windy and the temperature is 25 degrees so it's nice and ² warm. In York, there's ³ thunder and lightning – a summer storm, but warm, too. In London, it's sunny and ⁴ hot, and in Cardiff, it's ⁵ windy and warm.

WINTER IN THE UK



WINTER WEATHER FORECAST 

Today in Cardiff, it's ⁶ raining and cloudy. It's also cold. In London, it's ⁷ foggy and cool. In York, it's ⁸ icy and cold, and in Edinburgh, it's ⁹ freezing cold and ¹⁰ snowing.

- 4 Choose the correct option.

Let's get an ice cream – it's **freezing** / **boiling** today!

1 I've got my umbrella because it's **raining** / **foggy**.

2 It's really **icy** / **foggy** – I can't see!

3 Hey look! It's **raining** / **snowing** – let's go skiing!

4 I don't want to go outside – it's **warm** / **freezing**.

5 We can't see the sun because it's **windy** / **cloudy**.

6 It's **a sunny** / **an icy** day – how about a picnic?

7 You need your coats, it's quite **warm** / **cool** today.

- 5  8.5 Listen and match the cities (1–6) to the weather symbols (A–G).

A Seattle

2 D Austin

4 B Detroit

6 E New York

1 C San Francisco

3 F Miami

5 G Washington DC



- 6 Choose two cities. Imagine a weather forecast for today and complete the table about your cities. Then work in pairs. Ask and answer questions to complete the table about your partner's cities.

	Me		My partner	
City				
Weather				
Temperature				

A What's your first city?

B Rome.

A What's the weather like in Rome?

Fast finishers page 115

☐ I can talk about the weather and temperature. **one hundred and one 101**

Reflecting on the goal: Books closed. Say some of the words from Exs 1 and 2 and ask Ss to mime how they feel when the weather's like that. Read out the goal. Ask Ss to use their emoji cards to indicate how confident they feel about this language. Revise the vocabulary if a number of Ss indicate concern.

Lesson goal:
Ss can make Past simple sentences with regular verbs.

8

Grammar 1 presentation

Warm-up: Books closed. Split the class into two teams to play a game of vocabulary tennis to review the vocabulary from pp 100–101. Ss in each team must take turns to say a weather word. If Ss say an incorrect word or repeat a word already mentioned, the other team scores a point. Keep score on the board. Continue until an even number of rounds is played, then declare the winner.

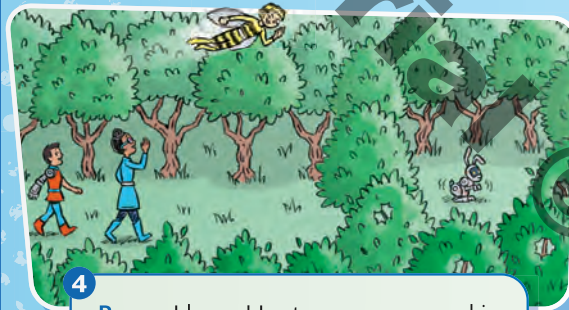
Setting the goal:
Write on the board: *It is sunny today. It was rainy yesterday.* Underline the verb forms and elicit that *was* is the Past simple of the verb *to be*. Say and write: *It often rains in our city. It rained yesterday.* Again, underline the verb forms and elicit that the second sentence contains the Past simple form of the verb *rain*. Then explain that in this lesson, Ss will learn how to make Past simple sentences with regular verbs.

Where is Hop?

- 1 **Ray** Where is Hop?
Bee You shouted at him, Crush, and that's why he disappeared!
Crush But he jumped on Nora's flowers!
Ray OK. Don't worry. We can find him.



- 2 **Bee** I hope he's OK. It's really windy and cold now.
Crush When we were here last week, it was sunny, and he played with some children in the park.
Bee Can you see him, Ray?
Ray No, I can't. He isn't in the park.



- 4 **Ray** I know! Last year we camped in the forest, and he really liked it.
Crush Maybe he is in the forest?
Bee I can see him! There he is!
Crush Is he OK?
Bee He's really wet!



- 3 **Ray** Oh no, it's raining!
Crush Look. We were here last Saturday, and we stopped here for a break.
Ray Maybe Hop tried to hide from the rain.
Bee Can you move this rock, Crush?
Crush Yes! But he isn't in here.



- 5 **Crush** I'm sorry that I shouted, Hop. I was angry. I know that it wasn't kind.
Bee We looked everywhere for you!
Ray We missed you, Hop. We're so happy you're here with us!

- 1 Look at the cartoon. What do you think they are doing? Looking for Hop.
- 2 8.6 Read or listen. Choose the correct option.
It's windy / sunny in the park.
1 Hop is isn't hiding behind a rock.
2 Ray / Bee finds Hop.
3 Hop is wet / dry.
4 The children are excited / angry to find Hop.

- 3 Put the events from the story in the correct order.
3 Ray looks for Hop in the park.
2 Hop disappears.
1 Crush shouts at Hop.
5 Bee looks for Hop in the forest.
4 Crush moves a heavy rock.
6 Hop is with the children again.

102 one hundred and two

Teacher's resources

- Teaching notes page 223
- On the Portal:
 - Extra practice activities
 - Grammar 8.1 worksheet
 - Grammar map
 - Unit 8 Quick Test Grammar 1

Students' resources

- Workbook page 66
- On the Portal:
 - Digital Workbook
 - Extra practice activities

Grammar 1 practice

▶ 39 iExplore grammar

Past simple affirmative: regular verbs

+
I jumped.
You jumped.
He/She/It jumped.
We jumped.
You jumped.
They jumped.



4 Look at the cartoon and the grammar box. Reorder the words to make sentences about the story.

jumped Hop Nora's on flowers

Hop jumped on Nora's flowers.

1 Hop shouted at Crush.
Crush shouted at Hop.

2 The children Hop looked for.
The children looked for Hop.

3 to rain started It.
It started to rain.

4 Crush a big rock moved.
Crush moved a big rock.

5 Complete Bee's diary with the verbs in the box in the past form.

camp cook disappear look shout start walk

Yesterday was a very strange day. Hop **disappeared**. We ¹ started looking for him. We ² looked in the park and in the mountains, but he wasn't there. Last year, Ray and Hop ³ camped in a tent in the forest so we looked there next. Fortunately, Hop was there! Crush was angry when he ⁴ shouted at Hop, but he was really happy to find our little friend. We ⁵ walked home together and we ⁶ cooked a special dinner for him.

Look!

try tried stop stopped
hate hated

6 Alison had a terrible day last Tuesday. Look at the pictures and write sentences about her day.



study / evening Alison studied in the evening.



1 stay up / late
She stayed up late.



2 miss / bus / morning
She missed the / her bus in the morning.



3 arrive / late / at school
She arrived late at school.



4 cry
She cried.

7 8.7 Pronunciation Listen and repeat the chant with the /t/, /d/ and /ɪd/ sounds. Who is speaking? The children.

Hop disappeared, we followed, and Nora waited. We looked, then we cooked, and we celebrated!

Fun time

8 Your turn Use the time expressions in the box and verbs 1–4 to write true sentences. Compare your sentences in pairs.

- 1 play 3 watch
- 2 study 4 love

A Yesterday I played football.

B Yesterday I played computer games.

last week
two days ago
when I was seven
yesterday

Fast finishers page 115

☐ I can make Past simple sentences with regular verbs. one hundred and three 103

Reflecting on the goal: Books closed. Read out the lesson goal. Say three regular verbs (e.g. try, start, like) and ask Ss to write a sentence with each verb in the Past simple. Elicit a few answers, and write the Past simple forms on the board. Ask Ss to check their sentences, then on your signal, hold up the corresponding number of fingers for each correct past form they have written. Make a note to revise the Past simple if a number of Ss only show one or two fingers.

Lesson goal:

Ss can make Past simple sentences with irregular verbs.

8

Grammar 2 presentation



We had a great time!

Warm-up: Review the Past simple. Say regular verbs from pp 102–103 and ask Ss to write the Past simple form on their mini whiteboards or a piece of paper, and on your signal, hold it up for you to check.

Setting the goal:

Ask Ss to think about the cartoon story from p. 102. Say: *Ray, Crush and Bee looked for Hop.* and write it on the board. Underline *looked for* and elicit or remind Ss that the Past simple form takes *-ed*. Then explain that many common English verbs are irregular. Write: *They found him in the forest.* *Bee saw him first.* on the board. Underline the Past simple verbs, and elicit the Present simple forms (*find, see*). Explain that in this lesson, Ss will learn how to make Past simple sentences with irregular verbs.

Exercise 3:

- 1 London parks.
- 2 Mina and her mum, Ashley and Lola.
- 3 Warm and sunny.



- 1

Ashley The concert yesterday was brilliant!

Mina Yeah. We had a great time! But look at all the litter! People left it after the concert.

Mr Oak Let's clean up this litter!

Mina Where are the boys?

Ashley I spoke to Theo last night. We agreed to meet here at ten o'clock.



- 2

Mina I'm thirsty. Have you got a drink?

Ashley Yes. Here you are.

Mina Thanks. Where is Mr Oak?

Ashley He went to look for the boys 20 minutes ago. Where are they?



- 3

Ashley Finally! You're late!

Theo Sorry, we took the wrong bus.

Nathan Then we were late, so we ran, and Theo fell, and ...

Mr Oak And then I found them. OK. Let's get to work!



- 4

Theo I need some water. I'm really hot.

Mina Er ... We drank the water ages ago, sorry.

Theo I can see that! What is that bottle doing there?

Mina Oh, that one? That's some litter for you! Enjoy!

Theo Very funny!

Cool talk

Translate into your language.

Finally! Enjoy! Very funny!



video

Story extra



Mina says ...

- 3

▶ 41 🔊 8.9 Watch or listen to the extra scene. Answer the questions.

 - 1 What was the charity concert for?
 - 2 Who was at the concert?
 - 3 What was the weather like?

104 one hundred and four

Teacher's resources

- Teaching notes page 224
- Audio-/Videoscript page 238

On the Portal:

- Extra practice activities
- Grammar 8.2 worksheet
- Grammar map
- Unit 8 Quick Test Grammar 2

Students' resources

- Workbook page 67

On the Portal:

- Digital Workbook
- Extra practice activities

Grammar 2 practice

42 iExplore grammar

8

Past simple affirmative: irregular verbs

+
I ran .
You ran .
He/She/It ran .
We ran .
You ran .
They ran .



4 Look at the story and the grammar box. Find the Past simple forms of the verbs.

leave **left**

1 drink	<u>drank</u>	5 run	<u>ran</u>
2 fall	<u>fell</u>	6 speak	<u>spoke</u>
3 find	<u>found</u>	7 take	<u>took</u>
4 go	<u>went</u>	8 have	<u>had</u>

5 Use the verbs from Exercise 4 to complete the sentences.

Ashley **spoke** (speak) to Theo last night.

- The girls drank (drink) the water.
- People left (leave) litter after the concert.
- Theo fell (fall).
- Theo and Nathan took (take) the wrong bus.
- Mr Oak found (find) the boys.

6 Complete the email with the Past simple form of the verbs in brackets.

Hi Fran,

We **took** (take) a taxi to the airport. The plane ¹ left (leave) at eleven o'clock in the morning and we arrived at the hotel three hours later. We ² went (go) into town in the evening and ³ found (find) a lovely café. We ⁴ drank (drink) fruit juice in the warm sun. The people were really kind and friendly even when my dad ⁵ spoke (speak) Spanish to them (they don't speak Spanish in Portugal!!)

Speak soon!

Marta

7 Complete the stories with the Past simple form of the verbs in the boxes.

Holiday nightmares!


Have you got a really bad holiday story for us?
We want to hear it!

have take


Katie, 11


The weather was terrible – it rained every day of the holiday! Luckily, I **had** my umbrella and I ¹ took photographs of the rain! It wasn't that bad. 😊

leave run


Toni, 12

My dad ² left our passports in the taxi! He ³ ran back for them, but we missed our flight. What a disaster! 😞

find go


Nelson, 12

When we arrived, there was only one room for five of us! Fortunately, my mum ⁴ found a different hotel and we ⁵ went there.

8 Your turn Complete the sentences so they are true for you. You can use irregular verbs only.

Yesterday morning I **drank apple juice**.

- Yesterday afternoon I _____.
- Last summer I _____.
- Last night I _____.
- At the weekend I _____.
- Three days ago I _____.

9 Compare your answers in Exercise 8 in pairs. Tell the class what your partner did.

Fast finishers page 115

☐ I can make Past simple sentences with irregular verbs. **one hundred and five 105**

Reflecting on the goal: Read out the lesson goal. Ask Ss to use the emoji cards to show how confident they feel about using irregular verbs in the Past simple. Make a note to review the language if a number of Ss indicate concern.

Lesson goal:
Ss can talk about
past holidays.

8

Functions

Warm-up: Assign each side of the classroom to regular and irregular verbs. Say various verbs in their present form, and each time Ss should quickly move to whichever side they think the past form of the verb is. Write the present form on the board while Ss are choosing their side. When they have chosen, elicit the past form of the verb and write it on the board.

Setting the goal:
Books closed. Bring pictures of holiday objects (*towel, sun cream, beach ball, suitcase, passport*). Use the Think-Pair-Share technique to elicit ideas for what connects these words. Then explain that in this lesson, Ss will practise talking about holiday experiences.

Monitoring:
Exercise 4
Monitor Ss' progress, but do not interrupt their conversations for error correction unless mistakes hinder understanding. Go over any recurring errors anonymously on the board.

Talking about holidays



video

Amber So, how was the holiday Josh?
Josh It was **brilliant** / **terrible**
Amber ¹**Poor you!** / **That's great!** What was the weather like?
Josh It was ²**cool** / **cold** and ³**windy** / **rainy**
Amber Oh dear! Was the food nice?

Josh It was ⁴**great** / **OK**. We had some good breakfasts.
Amber Were there any activities at the Youth Hostel?
Josh Yes, there were some walking tours and gallery visits.
Amber ⁵**Fantastic!** / **Oh dear!**
Josh Not for me. The activities were boring.

- 1 43 8.10 Read, watch or listen. Choose the correct option. Then listen again and check.
- 2 8.11 **Key expressions** Read the dialogue again and complete the expressions. Then listen, check and repeat.

You ask	You answer	You react
How was the ¹ <u>holiday</u> ?	It was brilliant because (it was sunny).	That's ² <u>great</u> !
How was your holiday?	It was terrible because (it was raining).	³ <u>Poor</u> you!
⁴ <u>What</u> was the weather like?	It was cold and rainy.	Oh dear!
Was the ⁵ <u>food</u> nice?	It was great/OK.	Fantastic!
Were there any ⁶ <u>activities</u> ?	Yes, there was (a disco). Yes, there were (some trips).	

- 3 Use the information about the camping to complete the dialogue using the Key expressions.
- A So how was the holiday?
B It was **brilliant** because it was a really beautiful place.
A What was the ¹ weather like?
B It was ² sunny and ³ warm .
A That's ⁴ great ! Was the food nice?
B It was ⁵ great . We ate nice fish.
A Were there any activities?
B Yes, there was ⁶ swimming , walking and cycling.
A ⁷ Fantastic !

Camping Cornwall Really beautiful place

Weather: 25 degrees

Food:

Activities: swimming, walking, cycling

- 4 **Your turn** Talk about your last holiday in pairs. Use the Key expressions and the adjectives in the box to help you.

beautiful boring cheap delicious expensive
friendly noisy terrible unfriendly

- A How was your holiday?
B It was terrible because ...

106 one hundred and six ☐ I can talk about past holidays.

Reflecting on the goal: Write the lesson goal on the board. Ask Ss to use the Traffic light cards to indicate how confident they feel about this language. Make a note to include more practice of discussing past holidays if a number of Ss indicate concern.

Teacher's resources

- Teaching notes page 225

Students' resources

- Workbook page 68
- On the Portal:
 - Digital Workbook

Speaking

1 Look at questions 1–7. What vocabulary area do you need to revise for each question? Match the questions (1–7) to the vocabulary areas (a–h).

- Do you like rainy days?
- 1 What is your favourite song?
- 2 Where is your family from?
- 3 What are you wearing today?
- 4 Can you describe your bedroom?
- 5 What do you usually do on Sunday?
- 6 What is your favourite snack?
- 7 What do you do to stay fit and healthy?
- a daily routines
b clothes
c music
d food and drink
e weather
f countries and nationalities
g sport
h house and furniture

2 Read the tip. Then brainstorm the words you remember for each vocabulary area (a–h) in Exercise 1.

3 Work in groups. Take turns to throw a dice and move your counter onto a square. Ask the question on your square to another person in the group.

Speaking tip

Showing off your English

In speaking activities, it is important to show what English vocabulary you know. Spend a little time every week making and revising vocabulary lists from this book.

Warm-up: Put Ss in groups of four to play Two truths and a lie. Each Ss should write three sentences about themselves, including one that isn't true. Ask Ss to take turns to read their sentences to the group for their partners to guess which sentence is a lie. For feedback, ask a few volunteers to share something interesting they found out about their partners.

Setting the goal:

Books closed. Show the class a photo of a young person, and ask Ss what questions they could ask to get to know him or her. Then explain that in this lesson, Ss will practise answering personal questions.

Monitoring and feedback:

Exercise 3

Monitor Ss' progress, making a note of any particularly good uses of English in responses. At the end of the activity, praise the Ss who used them. You could also elicit anything interesting or surprising that Ss found out about their partners.

1 What do you usually do on Friday evening?



2 Say a sentence about your last summer holiday.



3 How often do you play sport?



4 How do you feel at the start of the school year?



8 What's the weather like today?



7 What sport is popular in your country?



6 Can you describe a typical dish from your country?



5 What's your favourite type of music?



9 Can you describe your evening yesterday?



10 What's your favourite school subject?

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	English	Maths	Reading	Science	English
9:00-10:00	Maths	ICT	Science	Maths	Geography
10:00-11:00	Maths	Science	PE	English	Maths
11:00-12:00	PE	Geography	Maths	History	Science
12:00-1:00	Art	History	Art	ICT	Maths
1:00-2:00	Chinese		Chinese		

11 When was the last time you felt nervous?



12 What are the people in your family doing at the moment?



Teacher's resources

- Teaching notes page 225
- On the Portal:
 - Skills and language support

Students' resources

- Workbook page 69
- On the Portal:
 - Digital Workbook

☐ I can answer personal questions. **one hundred and seven 107**

Reflecting on the goal: Read out the goal. Ask Ss to look through the questions in Ex 1 and the game and decide how many of them they could answer without difficulty. Ask each Ss to write their name and the number on a piece of paper, and hand it to you as they leave the class. Make a note to practise personal questions again if there are a lot of numbers below 15.

Lesson goal:
Ss can understand texts about holidays, write a postcard from holiday and describe a holiday.

8

Culture and skills

British HOLIDAYS

Warm-up: Give Ss two minutes to write down the names of as many cities in the UK as they can. Elicit the cities from a willing Ss, then ask the rest of the class to add their own ideas.



H
Hostel
organisation,
Wales

SNOWDONIA

is the activity capital of Wales.

- Mountain climbing.
- Walking tours.
- World-class cycling.

We offer a large **dormitory** and **private rooms**.

Setting the goal:
Ask Ss to look at the photos of cities on p. 99, and choose the city which they would most like to visit on holiday. Put them in pairs or groups to compare their ideas quickly, giving reasons. Then explain that in this lesson, Ss will read, hear, write and talk about holidays.

FACT BOX

British holidays can be wet and cold!

- In 2016 in one Welsh town it rained for 82 days!
- It isn't often very hot. In winter temperatures in the UK rarely go below zero.



MINSTER B&B:

BED AND BREAKFAST
IN THE HISTORIC CITY OF YORK

Minster Hotel is in the city centre. Walk around the old streets of York or visit the Viking Museum. There are markets, wonderful shops and great restaurants.

B Family fun on the JURASSIC COAST!

Enjoy a **break** at the Jurassic **caravan park**. There are beautiful beaches, and surfing and windsurfing courses for all the family!



TRIPREVIEWS

- 1 **JESS, 14** The beach was beautiful and the hotel was excellent! We swam for hours!
- 2 **GRAVIN, 21** I visited some fantastic museums and Julie went shopping. We both enjoyed the restaurants and **took a lot of photos!**
- 3 **LILA, 17** Our **B&B** wasn't in the centre, so we travelled on the train every day. We ate in amazing restaurants, and we saw a fantastic theatre show.
- 4 **KIT, 18** My holiday was good fun. The mountains were amazing, but climbing wasn't possible because it was windy.
- 5 **WILL, 19** It was a beautiful beach and we had great weather. Jody and Ethan went surfing, but I don't like sports, so I watched.

Glossary

What are these words in your language?

break	climbing
B&B = bed and breakfast	dormitory
caravan park	private room
	take a photo

108 one hundred and eight

Teacher's resources

- Teaching notes page 226
 - Audioscript page 239
- On the Portal:
- Skills and language support

Students' resources

- Workbook page 70
- On the Portal:
- Digital Workbook

Reading

1 SEE • THINK • WONDER Do the task.

- SEE** Look at the photos on page 108. Describe them.
- THINK** What do you think the article is about?
A Different holidays in the UK. B A family's trip round the UK.
- WONDER** What do you think you can do and see in each place?

2 8.12 Read and listen. Match each holiday (A–C) to one comment (1–5). There are two extra comments.

3 Read the comments again and complete the sentences with the correct names.

- Kit had bad weather.
- less stayed in a hotel.
 - Julie bought some things in the shops.
 - Gavin liked the museums.
 - Lila wasn't close to the city centre.
 - Jody and Ethan did some sport.

Listening

4 8.13 Listen to a conversation. Are the sentences true (T) or false (F)?

- F The weather in Paris is good today.
- F It was freezing in Paris yesterday.
- T Andy slept badly.
- F Andy is in a room with Tom.
- T The food and drink at the hostel are good.

5 8.14 Listen to the same recording with a different accent. Can you hear the difference?

Writing

6 Complete the postcard with the correct form of the verbs in the box.

buy eat have swim

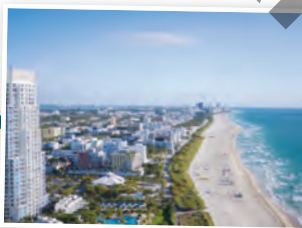
Hi, Clare,

I'm in Miami! I arrived on Monday. I'm staying with my parents in a cool hotel near the beach.

Miami is great! The weather is warm and sunny. On Saturday, I swam in the ocean and I ate ice cream on the beach. On Sunday, we had lunch in town and I bought a T-shirt for you from a local shop.

See you soon!

Jo



7 Your turn Write a postcard to a friend about your last holiday. Think about these questions:

- Where/When was it?
- Why was it good?
- Who did you go with?
- What did you do?
- What was the weather/food like?

Writing tip

Informal language

Postcards are examples of informal writing and we use informal phrases. Start with: *Hi, Hello, Dear* + name. End with: *Bye, See you soon, Take care, Lots of love.*

Speaking

8 Prepare a short presentation about a real or imaginary holiday. First, choose a title:

- A My perfect holiday B My holiday nightmare

Think about the questions in Exercise 7 and make notes. Then give your presentation to the class.

My holiday nightmare happened a year ago. I went to ...

☐ I can understand texts about holidays, write a postcard from holiday and describe a holiday. **one hundred and nine 109**

Look!

because = reason
We went to the beach because it was hot!
so = result
It was rainy so we stayed at home.

Individual learning: Exercise 7

Elicit success criteria from Ss and write them on the board for Ss to refer to as they complete the task. This gives Ss a clear idea of what they need to do to be successful. Appropriate success criteria for this task are:

- Include information about all five points in the task.
- Use appropriate informal phrases from the Writing tip.
- Use the correct Past simple forms.
- Write at least 30 words.

Peer learning: Exercise 7

Ask Ss to swap their postcards with a partner and check each other's work, using the success criteria they identified. Ask them to give feedback to each other. Ask them to say something they like about their partner's work first, then give their opinion on the four points, keeping their feedback as short as possible. You could also encourage them to suggest ways in which their partner could make their text better.

Reflecting on the goal: Read out the goals and ask Ss to give themselves a grade between 1 and 5 for each of the goals (1 = I can't do it at all, 5 = I can do it very well). Repeat the goals one by one and ask Ss to raise the appropriate number of fingers for their grade. Make a note to revise the skill where a number of Ss show one or two fingers.

Lesson goal: Ss can understand texts about art education and talk about music habits.



Warm-up: Set a time limit of two minutes. Ask Ss to write down as many types of music as they can name in English. The Ss with the longest list wins. Ask them to read out their list, then ask the rest of the class to add to it.

Setting the goal: Write *arts education* on the board and elicit ideas for what the topic might cover. Accept any suggestions. Allow Ss to use their first language when it is necessary, but help them to express their ideas in English. Do the same with *music habits*. Then explain that in this lesson, Ss will discuss arts education and music habits.

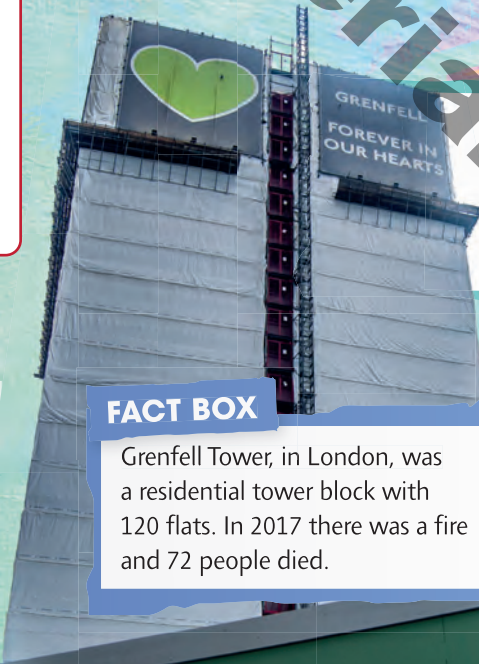
ARTS EDUCATION FOR ALL

Creative activities help us to **express our emotions**, communicate and be more **confident**. When you are in a band, **choir**, or orchestra, you develop **social skills** too, such as **teamwork** and **empathy**. Music also improves your memory. But many children in the UK don't have a chance to learn music, sing or study drama at school. Luckily, there are local and **national schemes** to help.

In the north of England, the Leeds Diocese singing programme works with 53 schools. Music teachers visit the schools and give free singing lessons every week. They organise school choirs and the children can sing together and learn about music. This singing programme is now famous, and the choirs often sing for BBC radio and TV.



Schools Singing Programme, Leeds



SPID is a famous arts charity in West London. They organise free **drama lessons** for children who make films and plays there. After the fire in Grenfell Tower, they helped children from the area to create a **powerful play** about their experience: *The Burning Tower*.

FACT BOX

Grenfell Tower, in London, was a residential tower block with 120 flats. In 2017 there was a fire and 72 people died.

The *National Orchestra for All* teaches children to play an instrument in an orchestra. It's a two-year course, and schools ask for a place for their students with a **passion** for music. Those students often come from poor families, so they don't have the chance to learn music. The orchestra helps them to develop and shows them the world of music.

Glossary

What are these words in your language?		
choir	express emotions	powerful
confident	national scheme	social skills
drama lesson	passion	teamwork
empathy	play (n)	



Teacher's resources

- **Teaching notes** page 227
- **Audio-/Videoscript** pages 239-240

On the Portal:

- CLIL D video worksheet



Reading

1 SEE • THINK • WONDER Answer the questions.

- SEE** Look at the photos on page 110. What do they show?
- THINK** Do you play an instrument? Has your school got a choir or orchestra?
- WONDER** Do you have music lessons at school? Is music as important as other subjects?

2 8.15 Read and listen. Then answer the questions.

Why is music good for emotional health?

Because students can express their emotions and be more confident.

- What activities are good for your social skills?
- How many schools does the Leeds singing programme work with?
- What is the play *The Burning Tower* about?
- Who is the 'National Orchestra for All' for?
- What do you think of these organisations? Are there any similar schemes in your town?

Listening

3 8.16 Listen to three students talking about choirs. Complete the sentences with one word in each gap.

Speaker 1

The choir does **rock** music.
I like rock songs because they are strong and full of
1 emotion.

Speaker 2

The people in the choir are really 2 friendly.
We go to practice
3 once a week.

Speaker 3

I joined the choir about a 4 year ago.
I was quite 5 sad, but the choir really 6 helped me.

Speaking and Writing

4 Your turn Use the prompts to write questions. Then interview your partner.

- you / play / an instrument?
- you / sing / in a choir or band?
- you / read / music?
- you / listen / to music?

A Can you play an instrument? B No, but I want to learn to play the guitar.

5 Use your partner's answers in Exercise 4 to tell the class about his/her music habits.

Paola can't play an instrument, but she wants to learn to play the guitar.

6 Imagine you are starting a school choir. Answer these questions.

- What kind of music do you sing?
- When and where do you practise?
- Who is the choir for?
- What is good about your choir?



video

Citizenship goal

7 44 Now watch a video about a famous school of music in New York.

Quality education

iExplore Research a good artistic school in your city/country and answer the questions:

- What classes do they offer?
- Is the education there free? Is it expensive?
- Who can get there? Is it easy to get there?



☐ I can understand texts about arts education and talk about music habits. **one hundred and eleven 111**

Reflecting on the goal: Read out the goal to Ss. Ask them to use their emoji cards to indicate how confident they feel about these skills. Make a note to revisit the topic if there are any red cards shown.

Exercise B:

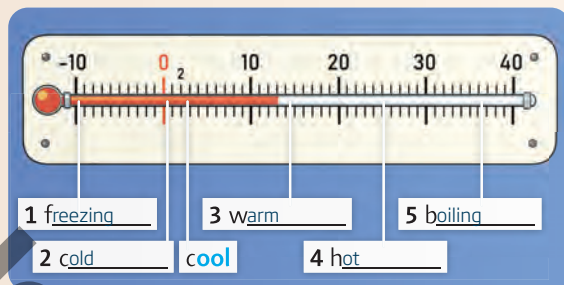
- Sue** Hi Eli, how was your holiday?
- Eli** Hi Sue. It wasn't great.
- Sue** OK Oh, why?
- Eli** Someone took my bag.
- Sue** Umm Oh no!
- Eli** And my passport.
- Sue** That's terrible.
- Eli** It was really awful.
- Sue** Listen Poor you. Do you want to get an ice cream and tell me about it?

Review Unit 8

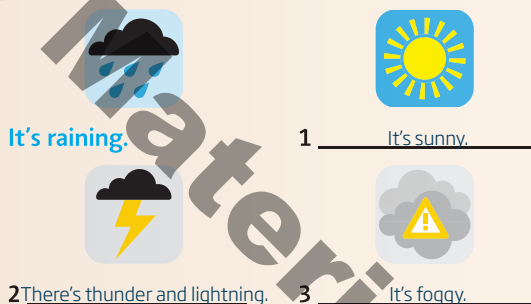
Word list 8 page 128

Vocabulary

1 Complete the temperature words.



2 Look at the pictures and describe the weather.



Grammar

3 Complete the sentences with the verbs in the box in the Past simple.

cook play start wait work

I **played** tennis yesterday.

- 1 We **worked** hard last week.
- 2 My dad **cooked** dinner yesterday evening.
- 3 They **waited** for the bus on Wednesday.
- 4 School **started** at 9.00 this morning.

4 Complete the story with the correct form of the verbs in brackets.

When my grandfather **was** (be) young, he ¹ **lived** (live) in Ireland. One day he ² **moved** (move) to Palermo, Italy. He ³ **spoke** (speak) some Italian and he loved books. So he ⁴ **opened** (open) a bookshop. He ⁵ **found** (find) a great place for the shop, in the old town. Every morning, he ⁶ **tidied** (tidy) the shelves so that it was perfect. Local people ⁷ **cried** (cry) when he closed the shop after ten years. He ⁸ **left** (leave) Palermo and went back home to Ireland.

Functions

5 Complete the dialogue with sentences a–d.

- a It was disgusting junk food.
- b It was terrible! We stayed in a tent.
- c There was a swimming pool, but it was dirty.
- d It was cold and wet.

- Jill** How was your holiday?
- Brad** b
- Jill** Poor you! What was the weather like?
- Brad** 1 d
- Jill** What was the food like?
- Brad** 2 a
- Jill** Where were there any activities?
- Brad** 3 c

Mini real-life task

A 8.17 iReflect Listen and read the dialogue. How do you think Eli feels? Why?

- Sue** Hi, Eli. How was your holiday?
- Eli** Hi, Sue. Well, it wasn't great.
- Sue** OK.
- Eli** Someone took my bag.
- Sue** Umm ...
- Eli** And my passport.
- Sue** ...
- Eli** It was really awful.
- Sue** Listen. Do you want to get an ice cream?
- Eli** No, not really.

Showing empathy

Show you are listening by:

- responding appropriately, e.g. *Poor you. Oh, no! That's great/terrible, etc.*
- asking questions, e.g. *How are you? How was that? Oh, why?*
- offering solutions, e.g. *I can help. How can I help? Do you want to tell me about it?*

B 8.18 Listen to the conversation again and change Sue's responses in the dialogue in Exercise A. Use the expressions from the box.

Teacher's resources

- Teaching notes page 228
- Audioscript page 240
- Future skills project 8 page 147
- End-of-course future skills project 0-8 page 148

On the Portal:

- Unit 8 Tests
- Units 7-8 Progress Test

Students' resources

- Workbook page 71

On the Portal:

- Digital Workbook



Progress monitoring

Happy holidays!

Lesson goal

Students can design a holiday app.

Future skills

Self-management: progress monitoring

Recycled vocabulary

Weather, holidays

Recycled grammar

Present simple, Present continuous

Materials

Paper, pens / pencils

Warm-up

- Elicit the following weather words and write them on the board: *sunny, icy, foggy, windy, raining, snowing*. Point to *sunny* and ask: *What do you wear when it's sunny?* Invite different students to respond. Then put students in pairs to ask and answer the question about the other types of weather. Write the question on the board if necessary.
- **Setting the goal** Show students a weather app, either on your phone or print one out before the lesson. Ask students if they or their parents use a weather app to check the weather. Then ask students to suggest other apps that they know of and what they are for. Establish what an app is (a program designed to help people with a specific task, usually on a mobile phone or other device). Then explain that in the lesson students will design an app connected to holidays.

Procedure

- **Step 1** Put students in groups of three or four and explain that before they design their app, they should come up with a list of good practices for groupwork. Give them one or two ideas to get started. Then elicit ideas and write them on the board (e.g. everyone does an equal amount of work, come up with a few ideas before making decisions, allow everyone to share their ideas, don't get upset if your ideas are not chosen, help each other, listen to each other and students' own ideas).
- Write 'Progress monitoring' on the board and ask students who is responsible for monitoring progress, the teacher or the students. Explain that the teacher is always monitoring progress, but it is very good if students can also monitor their own progress. Ask them to suggest why (it is good for confidence and self-esteem, the teacher isn't always there, you can focus on things you need to improve, etc.) then ask them to choose one thing from the board that they personally need to work on in this lesson. Encourage them to think back to the last time they did project work and what things went wrong and why before they make their choice. When they have had enough time, ask them to share their choice with their group so they can help each other during the project.

- **Step 2** Give an example of the app design task by presenting the following app: *Pack 4 U*. On the board draw a simple logo which is a suitcase in a square frame. On the suitcase is the name of the app *Pack 4 U*. Next to this draw a mobile phone screen showing a simple app interface. At the top is the name of the app *Pack 4 U*. Then there are three drop down menus labeled: Destination, Date and Activities. Present the app by pointing at your drawings and saying: *This is my app. It's called Pack For You. This is the logo. The app helps people to pack for their holidays. First, you enter the destination. Then you enter the dates. Finally, you enter the activities you want to do. The app gives you a list of things to pack.*

- Invite students to give their opinion about the app.

- **Step 3** Explain that groups will now design their own holiday apps. Elicit topics connected to holidays that students can use for their apps and write them on the board (weather, sightseeing, food and restaurants, holiday activities, hotels and accommodation, transport, language, etc.). They should come up with a name, a logo and what the app looks like.

- Remind students that, as they work on the app, they should also work on the area they identified in Step 1.

- **Step 4** Give groups time to prepare to present their app to another group. If necessary, repeat your presentation of *Pack 4 U*. Remind students that everyone should be involved in the presentation, not just one student.

- **Step 5** Pair groups together to present their apps. Set the following questions for the listening groups to answer and discuss after the presentation:

1 *What do you like about the app?*

2 *Would you like to use this app on holiday? Why? / Why not?*

- **Feedback** Ask three or four students to share something they liked about the app that was presented to them.

- **Reflecting on the goal** Give students some questions to help them reflect on the skill. They should reflect individually before sharing ideas with their group. Suggested questions:

1 *What aspect of group work did you choose to work on in this lesson?*

2 *Did you make progress? What progress did you make?*

3 *How can you continue to work on this aspect of group work in the future?*