



# Topic 10



Travelling







Destinations



Animal travellers





## Warm-up and repetition

Review and discuss the Homework Sheets or recap the vocabulary and discussions from the previous week. If it is the first week of Topic 10 introduce the subject by asking the students if they enjoy travelling. Warm-up exercises for Lesson 10A have already been provided on p.60. Below are some warm-up activities for Lesson 10B and Lesson 10C:

-  Give the students 30-60 seconds to write down 5-10 words (verbs, nouns, creatures, adjectives) all beginning with the same letter.
-  Ask the students what their favourite way to waste time is. What do they do to avoid whatever it is that they are supposed to be doing?
-  Have the students find as many uses as possible for an everyday item. E.g potato. Suggestions might include: paperweight, cut in half as a stamp, replacement tennis ball etc.
-  Ask if the students remember any of the vocabulary from the memory tests in Lesson 2A on p.12!

## Reading & Speaking




Before starting the new text make sure you introduce the necessary vocabulary. Have the students read the text out loud and give each student the opportunity to read. Lesson 10A has its own vocabulary introduction on p.60. There is also an exercise at the top of the Homework Sheet on Teacher's Guide TG p.131 for Lesson 10B. Below are some other ideas for introducing vocabulary for Lesson 10C and working with all the texts:

-  The vocabulary needed for *Animal travellers* is not very complicated so now is a good opportunity to practise the alphabet. Choose the words from the text you know your students may find difficult and mix them with other words. Spell the words for the students to write down but don't tell them where the spaces are. When the students have their 'snake' of letters, give them a few moments to divide the snake into the individual words. Do they know all the meanings?
-  Use the game on TG p.119 to discuss the practicalities of travelling. Blow up the worksheet and put it in the middle of the table. Give the first student two dice. Roll the dice to find the question to be answered. How long does it take to answer all 36 questions?
-  Everybody loves giving advice, so choose one student to be the doctor, the other students are patients. (Make sure you switch the roles.) On TG p.120 there are role-play cards. A patient chooses an ailment card and describes the symptoms. The doctor should question the patient further and then prescribe medication and give advice. How good is the doctor? Can he/she match the information on the card? Or even give extra advice? Will the patient recover?
-  Don't forget the question bubble at the end of the text on p.61 for Lesson 10A.





## Exercise & Language Structure

In addition to the exercises on pp. 62-65 for Lesson 10B and Lesson 10C you could, if appropriate, also play some of the games listed below:

-  Copy the sheets on TG p.121 and give one to each student. The students can now choose how creative they want to be. They have to decide how they would hide each animal depicted for a day. The giraffe is given as an example. Either they can draw a solution (e.g. disguise the giraffe as a lamp) or say what they would do. (e.g. I would make the giraffe stand behind a tree). Feel free to suggest other animals!
-  The sheets on TG pp.122-129 can be used in two ways. Either copy each sheet and use them as bingo cards. Say a sentence using the word (whether as a verb in any tense, noun or adjective is up to you) and the students should cross off the verbs that they here used. Who can get a line or a full house first?
-  The cards can also be used for noughts and crosses. The students play in pairs and take it in turns to choose a verb. The students creates their own sentence using the verb (any tense, positive, negative or question). If the sentence is grammatically correct, the student can mark that square in their colour. Just as in noughts and crosses, the aim is for one student to get three squares a line (diagonal or straight).

## Fun Activity & End of Lesson

On TG pp.130-132 there are Homework Sheets that allow the students to think and practise at home in peace and quiet away from the 'stress' of the classroom. The Homework Sheets are of course optional. If you want to give the Sheets as homework, do so before your end of lesson activity. Below are some suggestions for short games to finish off your lesson.

-  Have the students choose an animal or plant that they would, if they could, entirely remove from the planet. What would it be and why? Do the other students approve of the choice?
-  Choose words at random from the word list at the back of the book and ask the students to either define the word, to give a synonym, or to find a word with the opposite meaning.

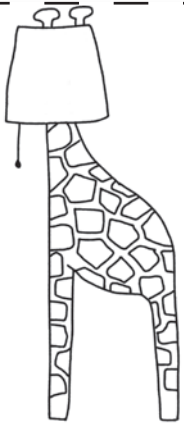
At the end of the topic you can finish off with the Big Debate on p.65 and the question cards on TG p. 133. Copy and cut out the cards and have the students pick a card at random. Keep the cards in a box and if you have a spare 5 minutes, you can pick a card out and use it at anytime during the course.

Congratulations! You have argued, dicussed and debated your way through to the end of the book! Have a look back at which were your favourite topics. Which topics were the most contentious? Did anyone change their opinion about anything? Take 5 minutes to review the course with the students.



|   | 1  | 2  | 3   | 4  | 5  | 6   |
|---|--|--|---|--|--|---|
| 1 | What is jet lag?                         | Would you like to be a pilot?                | Describe airport security.                              | Do you enjoy flying?                                 | Will air travel change in the future? How?         | Are you afraid of flying?                         |
| 2 | Is air travel exciting or boring?        | Describe your favourite destination.         | When was your last flight?                              | Have you ever missed a flight?                       | Do you buy duty free at the airport?               | Would you go on a hot air balloon flight?         |
| 3 | Are you going to fly soon?               | How often have you flown?                    | Is flying an eco-friendly way of travelling?            | Describe check-in.                                   | Would you know what to do in an emergency landing? | Do you always arrive really early at the airport? |
| 4 | Describe a bad flight you were on.       | Can you remember where you were during 9/11? | Do you collect air miles?                               | Would you ever try to smuggle cigarettes or alcohol? | Is there an airport near where you live?           | What do you always pack when you fly?             |
| 5 | Do you prefer an aisle or a window seat? | Is flying a safe method of travelling?       | Would you like to be a flight attendant?                | How can air travel be improved?                      | Describe the worst passengers you met.             | Has your flight ever been cancelled or delayed?   |
| 6 | Would you like to live near an airport?  | Do you check in online?                      | Have you ever tried to take a pet with you on a flight? | Are flights too expensive?                           | Why do you fly? Business or pleasure?              | Describe your favourite airport.                  |

|   |   |   |
|---|---|---|
| <p><b>Ailment:</b><br/>indigestion</p> <p><b>Prescription:</b><br/>indigestion tablets<br/>take after meals</p> <p><b>Advice:</b><br/>avoid spicy food<br/>eat and drink less</p> | <p><b>Ailment:</b><br/>sunburn</p> <p><b>Prescription:</b><br/>apply a cold compress<br/>use after sun cream</p> <p><b>Advice:</b><br/>stay out of the sun<br/>drink plenty of water</p>      | <p><b>Ailment:</b><br/>deep cut</p> <p><b>Prescription:</b><br/>use antibacterial<br/>cream 3 times a day</p> <p><b>Advice:</b><br/>keep clean<br/>wash with mild soap</p>                  |
| <p><b>Ailment:</b><br/>rash</p> <p><b>Prescription:</b><br/>apply ointment 4<br/>times a day</p> <p><b>Advice:</b><br/>avoid scratching<br/>use little soap</p>                   | <p><b>Ailment:</b><br/>sprained ankle</p> <p><b>Prescription:</b><br/>painkillers as needed<br/>max. 5 times a day</p> <p><b>Advice:</b><br/>keep your foot up<br/>keep ice on it for 24h</p> | <p><b>Ailment:</b><br/>flu</p> <p><b>Prescription:</b><br/>medication only for<br/>risk patients</p> <p><b>Advice:</b><br/>rest at home<br/>drink plenty of water</p>                       |
| <p><b>Ailment:</b><br/>cold</p> <p><b>Prescription:</b><br/>rest and sleep<br/>keep warm</p> <p><b>Advice:</b><br/>eat fruit<br/>drink plenty of fluids</p>                       | <p><b>Ailment:</b><br/>diarrhoea</p> <p><b>Prescription:</b><br/>tablets to lower fever<br/>rest at home</p> <p><b>Advice:</b><br/>avoid foods with milk<br/>drink plenty of fluids</p>       | <p><b>Ailment:</b><br/>headaches</p> <p><b>Prescription:</b><br/>relaxation exercises<br/>painkillers</p> <p><b>Advice:</b><br/>avoid stress<br/>sleep</p>                                  |
| <p><b>Ailment:</b><br/>migraine</p> <p><b>Prescription:</b><br/>drink coffee<br/>cold compress 15 min<br/>then stop 15 min</p> <p><b>Advice:</b><br/>avoid sunlight</p>           | <p><b>Ailment:</b><br/>jet lag</p> <p><b>Prescription:</b><br/>eat many small meals<br/>sleep at the local time</p> <p><b>Advice:</b><br/>avoid coffee/caffeine<br/>do not over sleep</p>     | <p><b>Ailment:</b><br/>upset tummy</p> <p><b>Prescription:</b><br/>eat bananas &amp; toast<br/>avoid salty foods</p> <p><b>Advice:</b><br/>drink plenty of fluids<br/>avoid spicy foods</p> |



giraffe

ant

cat

fish

tortoise

snake

sheep

hedgehog

crocodile

horse

rhino

swan



|            |           |              |
|------------|-----------|--------------|
| to achieve | to escape | to disappear |
| to snore   | to happen | to prepare   |
| to suggest | to regret | to remain    |

|            |              |           |
|------------|--------------|-----------|
| to suggest | to disappear | to happen |
| to happen  | to hurry     | to expect |
| to regret  | to join      | to escape |

|            |           |              |
|------------|-----------|--------------|
| to expect  | to snore  | to hurry     |
| to prepare | to happen | to escape    |
| to achieve | to remain | to disappear |



|              |            |           |
|--------------|------------|-----------|
| to disappear | to prepare | to regret |
| to suggest   | to achieve | to snore  |
| to remain    | to expect  | to hurry  |

|            |              |            |
|------------|--------------|------------|
| to escape  | to join      | to prepare |
| to achieve | to disappear | to remain  |
| to suggest | to happen    | to snore   |

|           |              |            |
|-----------|--------------|------------|
| to regret | to remain    | to achieve |
| to escape | to prepare   | to hurry   |
| to snore  | to disappear | to join    |

|            |           |            |
|------------|-----------|------------|
| to happen  | to hurry  | to join    |
| to regret  | to remain | to achieve |
| to prepare | to snore  | to expect  |

|              |           |            |
|--------------|-----------|------------|
| to remain    | to expect | to suggest |
| to disappear | to join   | to regret  |
| to escape    | to hurry  | to achieve |

## Lesson 10A Homework sheet

*What would you do if your friend crashed your car?*

Remember to use conditional II

Lesson 10A

*Talk about*

# Christmas

*for one minute.*

*Do not say 'um', 'er' or repeat yourself. Use a dictionary to look up words you couldn't think of or didn't know.*

Lesson 10A

Make questions using one word from each box. Use different tenses and add any words you need.

to be  
to have  
to take  
to work  
to live  
to listen to  
to help

you  
the dog  
his cousin  
your boss  
her friend  
the singer  
the electrician

a big house  
lots of money  
apples and bananas  
a concert  
very often  
a restaurant  
talented

Lesson 10A

What would you not want to see in the following situations?

You are alone in the woods

You are on the motorway

You just put goods worth a lot of money in your shopping trolley

You are swimming in the sea

You are half way through your meal

You are visiting the zoo

Lesson 10A

# Lesson 10B Homework sheet

Look at the texts about London, Borneo and the Maldives. Find adjectives ending in -ic or -al. What do they mean?



-ic

-al

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Lesson 10B

*Make statements with the items and the adjectives using superlatives.*

**Remember! What are the spelling rules? When do you need to use the words 'the most'?**

- |          |         |          |
|----------|---------|----------|
| dolphin  | healthy | pencil   |
| tomato   | useful  | pumpkin  |
| snail    | fun     | fork     |
| hat      | good    | soap     |
| bridge   | slow    | mountain |
| football | large   | balloon  |
- E.g. Pumpkins are the largest veg.

Lesson 10B

Lesson 10B

Which countries and regions need 'the' in the name?

- UK - France - Netherlands - South Africa - Thailand - US - Philippines  
 Middle East - Gambia - Iran - Sudan - Israel - Antartica - West Indies  
 Far East - Russia - Bahamas - Laos - Japan - Czech Republic

UK

The...

Lesson 10B



# Lesson 10C Homework sheet

Can you name match the words to the parts?



1) beak

2) wings

3) feathers

4) gills

5) scales

6) fins

7) blowhole

8) snout

9) flippers

10) tail

11) hooves

12) horns

13) paws

14) claws

15) fur

16) whiskers

Lesson 10C

*What did you use to do that you don't do anymore?*

Remember! Which tenses do you need?

I used to smoke, but I have given up.

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Lesson 10C

Lesson 10C





|  |  |  |
|--|--|--|
|  <p>What is the definition of travelling?</p>   |  <p>Do you enjoy travelling?</p>                               |  <p>What is the furthest you have ever travelled?</p>   |
| Lesson 10  | Lesson 10  | Lesson 10  |
|  <p>Where would you travel to again?</p>  |  <p>Where would you never travel to again?</p>                 |  <p>What is the worst thing about travelling?</p>       |
| Lesson 10  | Lesson 10  | Lesson 10  |
|  <p>What is the best thing about travelling?</p>  |  <p>Do you prefer to travel alone or with somebody else?</p> |  <p>Who would you never travel with?</p>              |
| Lesson 10  | Lesson 10  | Lesson 10  |
|  <p><i>You have never been anywhere until you have come back.</i><br/>Do you agree?</p> |  <p>Describe the worst trip you have ever been on.</p>       |  <p>Describe the best trip you have ever been on.</p> |
| Lesson 10  | Lesson 10  | Lesson 10  |