

**Unit 3 Step 1 Travel****Contents**

|                   |  |
|-------------------|--|
| <b>Text topic</b> | A website competition page about happiest holiday moments                        |
| <b>Functions</b>  | Talking about holidays and travel; Describing past holidays; Describing a scene  |
| <b>Vocabulary</b> | Holidays and travel; Adjective intensifiers                                      |
| <b>Grammar</b>    | <b>You already know:</b> Present progressive<br><b>And now:</b> Past progressive |

**Lesson notes**

|  |  |
|--|--|
| <b>Additional material</b>   | For optional and additional material for Unit 3, Step 1, see page 89. Refer to this section before your lesson as some of the materials require preparation.   |
| <b>Optional stages</b>   | Optional stages of the lesson are written in grey in these notes.  |
| <b>Photo page</b><br>5 mins  | <ul style="list-style-type: none"> <li>Hold up your open book at page 47 and introduce the topic of the unit by looking at the pictures with the class. Ask the questions to individual students.</li> <li>Refer students to <i>In this unit, you will learn to:</i> ... . Give them a minute to read the learning aims.</li> </ul>  |
| <b>Starter: Your first holiday memory</b><br>5 mins  | <ul style="list-style-type: none"> <li>With closed books, ask individual students the <i>Starter</i> questions.</li> </ul>   |
| <b>1a Competition entry titles</b><br>10+ mins   | <ul style="list-style-type: none"> <li>Ask the class to read through the competition entries quickly (skimming) and find out what kind of holiday each of the competitors had. (Samira – backpacking in Jordan; Karl – camping in Brazil; Pippa – a self-catering holiday in Switzerland; Bruce – a Caribbean cruise)<br/><b>! Skimming a text for specific information is a skill needed for some exam tasks.</b></li> <li>Read out the instructions and the titles. Tell the students they only need four titles.</li> <li>Students then read the competition entries in detail and match a title to each one.<br/><b>5 Samira, 6 Karl, 2 Pippa, 3 Bruce</b></li> </ul>  |
|  <b>1b Comprehension</b><br>5+ mins | <p>Students read the text again to find the answers to the comprehension questions.</p> <p><b>1 Because she felt totally alone in the universe. It was completely dark. The stars were shining and the wind was blowing. 2 Because the animals were very loud and were making a lot of strange noises. 3 They were listening to music and drinking a good bottle of red wine. 4 Because dolphins were following the ship.</b></p> <ul style="list-style-type: none"> <li>↑ Students write one more comprehension question to ask the class.</li> </ul>   |
| <b>Language and culture</b>  | Students can read the text <i>Holidays</i> (p. 63) and do the related task at home – or you can use this as a ‘filler’ if you have time at the end of the lesson. For more information on this, look at page 89 of this TRB.   |
| <b>2 Grammar</b><br>10 mins  | <p><b>You already know:</b> Present progressive</p> <ul style="list-style-type: none"> <li>Read out the sentences from the <i>You already know</i> Grammar box. Have students repeat them in chorus.</li> <li>Board: <b>at the moment – next week – two days ago</b><br/>Ask: <i>Which phrase can we put on the end of the sentence? (at the moment)</i></li> <li>Say: <i>We use the <b>present progressive</b> to talk about something happening now.</i></li> </ul> <p><b>And now:</b> Past progressive</p> <ul style="list-style-type: none"> <li>Read out the sentences from the <i>And now</i> Grammar box. Have students repeat them in chorus.</li> <li>Say: <i>We can use the <b>past progressive</b> to describe a scene – something which was happening at a specific moment in the past.</i></li> <li>Say: <i>To form the past progressive we use ‘was’ / ‘were’ + the ‘-ing form’ of the verb.</i></li> <li>Ask students to look at the photos on page 27 for half a minute and then close their books.</li> </ul> |



- Ask what the people in the photos were doing. (The young woman was reading a book in the library. The child was swimming and his mother was helping / teaching her. The older people were working with / using computers. The four people were talking about / looking at plans.)
- Board He was ...ing – They were ...ing

**NB:** If you have time, and if you feel your students need more consolidation of these grammar points, there's an explanation in German and some example sentences in the *Language study* (p. 50).

### 2a On a cruise ship

5+ mins



- Read out the instructions.
- ↓ Board: take a photo, read, lie, listen, stand, hold, eat, cook, play, sleep  
Tell students they can use these verbs in the *-ing* form to describe the picture.
- In class the students say what is happening.  
**A woman is taking a photo of the dolphins. A man is reading a book. Two women are lying in the sun, one of them is listening to music. A man is standing near the rails holding a cocktail. Two people are eating. The cook is cooking (making / flipping pancakes). Two people are playing table tennis. A man is sleeping.**

**Tip: On the spot correction** As the aim of this task is accuracy (producing correct present progressive sentences), it's important to correct errors immediately. If students make a mistake, encourage them to correct themselves. Repeat the sentence up to the mistake, e.g. *A man is ...* and get the student to repeat the phrase and add the correct ending. If a student can't correct him- / herself, provide the correction yourself and ask the student to repeat it.

! Point out to students that when describing a picture they should use the present progressive.

### 2b Memory game

5 mins

- Tell students to turn back to page 49.
- Read out the instructions and ask the example questions to individual students. (No, he wasn't. He was drinking a cocktail. Two women were sunbathing. The old man was reading a book.)
- Students work in pairs to ask and answer past progressive questions about the picture.

### 3a Vocabulary: Types of holiday

5+ mins



- Read out the instructions.
- Students work in pairs. Together they find the matching words.
- Board: \* Student A does 1, 3 and 5. Student B does 2, 4 and 5.  
\*\* As in the coursebook.  
\*\*\* Read the descriptions and try to guess / remember the words first, then find them in the text.

**1 cruise, 2 camping, 3 self-catering, 4 backpacking, 5 city break**

! Check the pronunciation of *cruise* [kru:z]. Say the word and have students repeat it in chorus.

### 3b The best holiday I've ever had



2/2-3  
10 mins



! As the first task is a gist listening task, remind students that it's not important to understand every word. They need to listen for the overall meaning of what each of the four people is saying.

- Read out the first part of the instructions and the types of holiday, making sure students are clear there are only four speakers, so not every type of holiday will be mentioned.
- Play ▶ 2/2. Students listen and number the boxes. Check answers in class.  
**1c), 2e), 3d), 4f)**
- Read out the second part of the instructions.
- Allow students time to read the sentences. Play ▶ 2/3.
- Check answers in class.

1 (unbelievably) | very, 2 really | (truly), 3 (absolutely) | totally, 4 (completely) | so



S1: The best holiday I've ever had? I went with five friends to the Austrian Alps for a week in January last year. We were staying in a chalet up in the mountains. There was a lot of snow and the weather was perfect for skiing. I even tried snowboarding for the first time. It was unbelievably cold, but we drank a lot of schnapps to keep us warm and we had a really good time!

S2: I love walking, so two years ago I went on holiday to Indonesia to do a walking tour of the temples there. It was a really special experience. I did the tour with a group of other tourists and a local guide, and we trekked about four hundred kilometres in ten days! The countryside that we walked through was really amazing and the temples were so beautiful. The atmosphere there was truly magical. It's an experience I'll never forget.

S3: The best holiday I've ever had was after my exams about ten years ago. I went with a couple of friends to Mallorca. We didn't have a lot of money because we were students, but we found a special deal at the travel agent's – two hundred pounds for two weeks, all-inclusive – the flight, hotel, food, everything! It was absolutely brilliant! We spent all our time sunbathing during the day and getting very drunk in the nightclubs in the evenings.

S4: I have a really stressful job, so when I have a holiday, I like to relax and do something good for my body. My favourite holiday was in a really lovely hotel in the country. I booked it on the Internet because they were offering a really attractive programme of sauna, massage, acupuncture and sport. And the food was, of course, very healthy! Everything was specially chosen for me by a doctor in the hotel. At the end of it, I was completely relaxed and I felt really healthy!

**4a How to say it:**  
**Making descriptions stronger**



2/4

5 mins

- Direct attention to the *How to say it* box and explain that the phrases in the blue boxes go together and the phrases in the green boxes go together.
- Play ▶ 2/4. Students listen and repeat the sentences.

I was so relaxed.  
I was very happy.  
I felt really healthy.  
I felt totally peaceful.  
It was truly magical.  
It was completely brilliant.  
It was absolutely amazing.  
It was unbelievably relaxing.

**If short of time**

If you notice you're getting short of time,

- do **Exercise 4b** as a class activity.
- do just one of the **Round up** activities.
- do **Exercise 5b** as a class discussion.

**4b Now you:**  
**Your holiday memories**

10 mins

- Demonstrate this task by briefly telling the class about your holiday memories.
- Students work in small groups and ask / answer the questions.  
! Encourage students to use the phrases from *Exercise 4a*.
- Ask individual students to tell you one interesting piece of information about the holiday of someone in their group.

**Round up**

**5a Guess what I was doing**

5– mins

- Board: **coursebook, pens, computer, paper**  
Say: *What do you think I was doing yesterday at ... in the morning / evening?* Encourage students to ask questions to guess the answer (*Were you teaching? Were you watching TV? etc.*).
- Read out the instructions. In pairs, students complete the task.

**5b Talk about it**  
5+ mins

- Students work in small groups or in pairs, and choose one or more of the topics to chat freely about. They can just talk about one, two, or three, or all of the topics.
- If communication seems to have come to a standstill, join the group / pair and ask additional questions. (e.g. *Have you ever been abroad? Have you ever been camping? What's the most exotic place you've been to?*)

**And finally ...**

5+ mins

Remind students of the following:

- **Language study** (p. 50): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 51): Students can do this in their books or online.
- **Keys** (p. 130) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 63), Step 1: *Holidays* and the corresponding task. Encourage students to do the Internet task at home.

And point out ...

- The **FAQ** *How can I get more practice writing English?* at the end of the Selfstudy page (p. 51). FAQ reflects the kind of questions that more advanced learners may ask in order to improve their independent learning. Students can find more questions with more detailed answers on pages 198/199.

## Unit 3 Step 2 Transport

## Contents

|            |   |
|------------|---|
| Text topic | An article about Macavity, a cat who likes travelling on buses  |
| Functions  | Telling a story   |
| Vocabulary | Public transport  |
| Grammar    | <b>You already know:</b> Past simple; Past progressive<br><b>And now:</b> Past simple and Past progressive (interrupted activities) |

## Lesson notes

**Additional material** For optional and additional material for Unit 3, Step 2, see pages 89/90. Refer to this section before your lesson as some of the materials require preparation.

**Optional stages** Optional stages of the lesson are written in grey in these notes.

**Starter:**

**What were you doing at quarter to two?**  
5 mins

- Ask students to stand up and come to the middle of the room (if possible).
- Demonstrate the task by asking one or two students the example question.
- Students walk around asking each other questions about what they were doing yesterday. When they find someone who was doing the same at that time, they sit down together.
- Once about half of the class is sitting down, end the activity and ask pairs to tell the class what they were both doing.

**Tip: Bringing an activity to a close** For walk and talk activities, it's a good idea to give students a specific time frame to complete the task. You can use an egg timer or the stop watch alarm on your mobile phone to do this and say: *You've got three minutes to find someone who was doing the same thing as you.* Then set the timer. When it rings, this signals the end of the task and makes a potentially noisy activity easy to bring to an end.

**1a Vocabulary:**  
**Travelling by bus**  
5+ mins

- Point to the picture on page 52 and introduce Macavity (the cat). Say: *This is Macavity. Where do you think he is in the top picture? (on a bus) What's he doing in the bottom picture? (getting off the bus) Do you think he's alone or with someone? (alone)*
- Ask students to read the text to check their answers.
- They then read the text again and tick the things that Macavity does. Check answers in class.  
✓ 2, 4, 5, 7, 8

! Refer students to the *Info box*. Remind them that different forms of transport use different prepositions. A guide to knowing whether to say *get into* or *get on*, *get out of* or *get off* which is easy is this: if you have to bend down or crouch, the phrase is *get into / get out of* (a car, a taxi); if you can remain upright while boarding, the phrase to use is *get on / get off* (a plane, a bus).

**1b Comprehension**  
10 mins

- Ask students to read the false sentences and use the information in the text to correct them.
- Board: \* Work in pairs.  
\*\* As in the coursebook.  
\*\*\* As in the coursebook. Then write another false sentence.  
Read this out to the other students for them to correct.

1 ... at the same bus stop. 2 ... the cat was alone. 3 ... was getting on the bus ..., 4 ... outside the post office. 5 ... don't have to buy a ticket for a cat.

**Language and culture**

Students can read the text *Queues* (p. 63) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 90 of this TRB.

**2 Grammar**  
10 mins

**You already know:** Past simple, Past progressive

- Direct the students' attention to the *You already know* Grammar box and say: *The past simple tells us about an action or a series of actions. What did the cat do?* Get students to answer the questions to get across the idea of chronological events (e.g. The cat got on the bus.). *And then?* (The cat sat down on the nearest free seat.) *And then?* (The cat jumped down from the seat.) *And then?* (It got off the bus.) *And then?* (It walked to the fish and chip shop.)

**And now:** Past simple and Past progressive (interrupted activities)

- Read out the first sentence from the *And now* Grammar box, and have students repeat it in chorus.
- Board: **We were getting on the bus when a cat ran past us.**  
Underline were getting. Ask: *Which tense is this?* (past progressive) Underline ran. Say: *Which tense is this?* (past simple) *The past simple interrupts the past progressive.*  
! You can indicate the idea of the progressive by inserting a whispered *‘in the middle of’* when you read progressive verbs, e.g. We were *in the middle of getting on the bus when a cat ran past us.*
- Read out the remaining sentences from the *And now* Grammar box.

**2a What were they doing?**



- Read out the instructions. Play ▶ 2/9.
- Check answers in class.

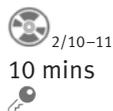
**1 walking; 2 eating; 3 listening to music; 4 watching football; 5 opening a bottle of wine; drinking wine; 6 having a shower**

|  |   |
|--|---|
| <p><b>1</b> Someone walking outside – mobile phone RING tone – phone drawn out of pocket – beep of button to answer – answering:<br/>S1: Hi Toby!</p> <p><b>2</b> Someone munching on crisps or something equally loud – landline RING – picks up phone – answering:<br/>S2: Hello?</p> <p><b>3</b> Someone listening to music on the radio and humming along – mobile phone RING tone – radio turned down – answering:<br/>S2: Hello Steve!</p> <p><b>4</b> Someone watching a football match on TV – landline RING – person stands up from</p> | <p>couch – picks up receiver – answering:<br/>S1: Yeah?</p> <p><b>5</b> Someone opening a bottle of wine – guggling of wine being poured into a glass – sound of drinking – mobile phone RING tone – putting down glass on table – answering:<br/>S2: Jenny! Hi!</p> <p><b>6</b> Someone under the shower – landline RING – annoyed groan – shower switched off – shower curtain being opened – fumbling with towel – rushed, heavy steps to phone – answering:<br/>S1: Yes, hello?</p> |
|--|---|

**2b Now you:**  
**When you arrived**  
5 mins

- Students say what they think other students were doing when they came into the classroom.
- Then students tell the class what they were doing when you came into the classroom.

**3 Can I have your autograph?**



- Use the photo in the book to introduce the topic of the listening. Ask: *Who’s this?* (Brad Pitt)
- Read out the instructions for the gist task. Play ▶ 2/10.

**The woman met | didn’t meet | Brad Pitt.**

- Read out the instructions for the specific detail listening task.
- ↓ Students do only questions 2, 3 and 6.
- Allow students time to read the questions. Play ▶ 2/11.
- Play ▶ 2/11 again if necessary. Check answers in class.

**1 She was visiting her girlfriend. 2 She was sitting in the train (chatting to her friend). 3 He was standing at the doors (alone) reading the newspaper. 4 He wrote his name on the postcard. 5 He wrote his name and his phone number. 6 She felt confused (and then embarrassed).**

|  |
|--|
| <p>S1: It happened last month when I was on holiday in New York. I was visiting my girlfriend, Melanie. She moved there last year. Anyway, one evening, we went to a bar for happy-hour cocktails. It was a great evening and we drank quite a lot! When we left the bar, it was raining, so we caught the underground home. We were sitting in the train and I was chatting to Melanie when a man got on. I couldn’t believe my eyes! It was Brad Pitt!</p> <p>S2: Brad Pitt! Wow, I love him!</p> <p>S1: Me, too! He’s <u>so</u> good-looking – oh, and a really great actor, of course.</p> <p>S2: Of course! So what did you do?</p> <p>S1: Well, he was standing at the doors alone, reading a newspaper. No-one in the train seemed to notice him, only me. I stood up and went over to him and asked him for his autograph. I gave him a postcard to write it on.</p> |
|--|

S2: What happened then?

S1: Well, he looked at me surprised, then he smiled and wrote his name on the postcard. He said something to me, but I didn't really understand him because he spoke so fast and the train was really loud. So I just smiled at him and I thanked him and went back to Melanie. I didn't even look at the autograph because I was so excited to meet a big Hollywood star!

S2: I know what you mean! I'd love to meet Brad Pitt! So what happened after that?

S1: Well, he got off at the next stop and I showed Melanie the autograph. I was so happy! Melanie looked at the postcard and read the name to me. It said: "Frank Williams" and there was a phone number.

S2: Oh, no! Really?

S1: Yes! First I was confused. Then I realised – the man wasn't Brad Pitt! But he looked exactly like him!

S2: Hmm, maybe because you were a bit drunk from all the cocktails.

S1: Probably! That really was the most embarrassing moment of my life!

S2: I believe you! So, did you call the number he gave you? I mean, if he looked like Brad Pitt ...

#### 4a How to say it: Telling a story



2/12  
5 mins

- Say: *You're going to listen and repeat some phrases which are useful when you're telling a story.* Play ▶ 2/12. Students listen to the phrases and repeat them in chorus.

It happened when I was in New York.  
I was visiting my friend.  
I was sitting on the train when a man got on.  
First, I gave him a postcard.  
Then, he wrote his name.  
After that, I sat down again.  
Later, I looked at the postcard.  
I was really embarrassed.

#### 4b A funny thing happened to me

10+ mins

- Students work in groups of three. Write an example for number 1 on the board and ask for other possible beginnings: Board: *It happened three weeks ago on a dark, stormy night.*
- In their groups, the students create the story using the prompts.
- When they've finished, they open their pieces of paper. Each member of each group reads out the story on the piece of paper he / she has.
- The group chooses which one story should be read out to the class.

#### If short of time

- If you notice you're getting short of time,
- do **Exercise 4c** in pairs and set a time limit of 5 minutes.
  - do just one of the **Round up** activities.
  - do only one, two, or three questions of **Exercise 5b** as a class discussion.

#### 4c Now you: A story from your life

10 mins

- Read out the instructions. Allow students a minute to think of a story from their lives.
- Volunteers tell the class their story – remind them to use the phrases from *Exercise 4a*.

#### Round up

#### 5a A journey on public transport

5+ mins

- Follow coursebook instructions.

#### 5b Talk about it

5+ mins

- Students work in small groups or in pairs, and choose one or more of the questions to chat freely about. They can just talk about one, two, or three, or all of the questions.
- If communication seems to have come to a standstill, join the group / pair and ask additional questions (e.g. *How did you meet your partner / best friend?*).

#### And finally ...

5+ mins

Remind students of the following:

- **Language study** (p. 54): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 55): Students can do this in their books or online.
- **Keys** (p. 131) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 63), Step 2: *Queues* and the corresponding task.

**Unit 3 Step 3 Travelling by train****Contents**

|                   |  |
|-------------------|--|
| <b>Realia</b>     | National Rail website to help you choose and buy tickets   |
| <b>Functions</b>  | Buying tickets for public transport; Asking for travel information; Understanding train announcements                                      |
| <b>Vocabulary</b> | Travelling by train  |
| <b>Reading</b>    | Animal station masters   |
| <b>Grammar</b>    | <b>You already know:</b> Present simple (routines)<br><b>And now:</b> Present simple (timetabled events in the future);<br>Apostrophes (2) |

**Lesson notes**

**Additional material** For optional and additional material for Unit 3, Step 3, see page 90/91. Refer to this section before your lesson as some of the materials require preparation.

**Optional stages** Optional stages of the lesson are written in grey in these notes.

**Starter: Tickets**  
5 mins

- Ask the *Starter* questions in class.

**Train tickets**  
**1a Choosing a train ticket**  
10 mins

- Tell students that they are going to read part of the National Rail website.  
**!** Assure them that, although there may be unknown words in the text, they shouldn't panic. They will be able to understand and cope with the task. Remind them that it's good practice for coping with real-life situations.



**!** Refer students to the *Info box* to help clarify the use of *any* on the website.

- Students read the website silently and use the information to match the types of train tickets to their descriptions. Check answers in class.  
**1b), 2c), 3e), 4a), 5d)**

**1b Now you:**  
**Your train ticket**  
5 mins

- Students work in small groups. Read out the instructions.
- Ask individual students to tell the class who bought the most expensive ticket / had the longest journey in their group.

**Buying a ticket**  
**2 How to ask for train information**

- Read out the first part of the instructions. Play ▶ 2/18.
- Students listen and tick the questions they hear. Check answers in class.



2/18–19

10 mins



- **Passenger 1: ✓ a), b); Passenger 2: ✓ a), b), c)**
- Read out the second part of the instructions. Play ▶ 2/19.
- Students listen and answer the ticked questions. Check answers in class.  
**Passenger 1: a) The next train leaves at 11.20. b) It arrives at eleven forty.**  
**Passenger 2: a) It goes / leaves from platform 3. b) No, you don't have to change. (It's a direct train.) c) Yes, there is (a buffet car).**



(P1 = passenger 1, P2 = passenger 2, T = ticket seller)  
P1: Morning! What time's the next train to Bath, please?  
T: Bath? Let's see ... the next train to Bath leaves at 11.20.  
P1: And what time does it arrive?  
T: Eleven forty.  
P1: Oh, OK. I'd like a single, please.  
T: Certainly. That'll be £9.40.  
P1: £9.40 – it gets more expensive every month! Here you are.



T: £10. Thank you, and that's 60p change.  
 P1: Thanks. Bye.  
 P2: Hello, could I have a return to Leeds, please?  
 T: Certainly. Would you like a period return or a day return?  
 P2: A day return, please.  
 T: OK, that's £34.30.  
 P2: Right. Er ... which platform does the train go from?  
 T: It leaves from platform 3.  
 P2: And do I have to change?  
 T: No, you don't have to change, it's a direct train.  
 P2: Excellent. And is there a buffet car on the train?  
 T: Let me check, yes, there's a buffet car next to the first class coaches on that train. You need to hurry – that train leaves in six minutes.  
 P2: OK. Thanks very much.  
 T: Thank you.

### 3 Grammar

10 mins

**NB:** There's only a minor grammar element in Step 3 – the main focus is on the realia tasks and reading.

**You already know:** Present simple (routines)

- Read out the sentences from the *You already know* Grammar box. Have students repeat them in chorus.
- Say: *We can use the Present simple to talk about routines.*
- Ask a few volunteers to make sentences about their routines (e.g. *I get up at ... / I come to this English class once a week. / I practise the guitar every evening.*).

**And now:** Present simple (timetabled events in the future)

- Refer students to the sentence in the *And now* Grammar box.
- Say: *Here we use the Present simple to talk about timetabled events in the future.*
- Use the blue bus timetable in *Exercise 3a* to provide examples. Point to the timetable and say: *When does the train to Manchester leave? Ask for full sentences. (It leaves at 11.27.) When does it depart from Stoke on Trent? (It departs at 12.07.)*

### 3a How long does it take?

5+ mins

- Read out the instructions.
- Students work in pairs to ask / answer questions about the journey times.

### 4 Buying a ticket

10 mins

- Ask students to work in pairs, A and B.
- Ask the A Students to read the information at the top of the right column on page 123. B Students read the timetable at the top of the right column on page 125.
- Once they have read the information / timetable, students role-play buying a ticket.
- Board: \* Just do one of the role plays.  
 \*\* As in the coursebook.  
 \*\*\* Do \*\*, then tell the class about the ticket your partner bought.
- Then students change roles, and use the second part of the information on their page.

### At the station

#### 5a Announcements



2/20

5 mins



- Read out the instructions. Play ▶ 2/20.
- Students listen and choose the correct information.
- Check answers in class.

**1 6; 2 cancelled; 3 first; 4 trolley service; 5 late**

(SA = station announcer)

- 1 SA1: The train now standing at platform 6 is the 6:10 service for Buxton, calling at Stockport, Hazel Grove, Disley and Buxton. That's the 6:10 train for Buxton, now standing at platform 6.
- 2 SA2: This is an announcement for passengers on platform 12. We're sorry to announce that the 9:30 train service from Manchester to Leeds has been cancelled.
- 3 SA1: The train now approaching platform 5 is the 10.15 Intercity Express to London. First class seats are in the first three coaches at the front of the train.

- 4 SA2: There is a trolley service on this train serving tea, coffee and snacks.  
 5 SA1: City Rail would like to apologise that the 12.30 airport service will be delayed by approximately 12 minutes. That's the 12:30 airport service delayed by 12 minutes. Thank you.

**5b Reading: Animal station masters**  
5+ mins

**Tip: Prediction tasks** Before students read a text, it's useful to get them thinking about what the text might be about. This is a natural process which we all do in our own language. We read a title or we look at a picture and begin to think about what we are going to read.

Here are two types of prediction task: 1 Ask students to close their books. Write the title of the text on the board. In pairs, students predict what the text is about. They then read the text and check if they were right. 2 Choose some key words from the text. Put these on the board. Students predict the text content from these words. Then they read the text and check if they were right.

- Let's try the second prediction task with this text (see Tip above).
- Ask students to close their books.
- Board: railway, Japan, staff, monkeys, uniform
- In pairs, students discuss what the text could be about.
- Students then read the text silently and check if their predictions were correct.

**Language and culture**

Students can read the text *Uniforms* (p. 63) and do the related task at home – or you can use this as a 'filler' if you have time at the end of the lesson. For more information on this, look at page 91 of this TRB.

**5c Talk about it**  
5 mins

- In groups, students discuss the two questions.

**1 Because they want to publicise the company's new bio-diesel trains, which run through the forests where the monkeys live.**

**2 They could bite passengers. They could make a mess on the platform. They could escape and get into the trains.**

- ↑ Ask pairs of students to write a third question to ask the class.

**If short of time**

If you notice you're getting short of time,

- do **Exercise 6a** in class.
- students write only one name and city in **Exercise 7**.

**6a Write it right: Apostrophes (2)**

5+ mins

- Read out the instructions.
- Students cross out the wrong words. Check answers in class.

**1 one | ~~more than one~~, before | after; 2 one | more than one, before | after; 3 before | after**

**6b Where's the apostrophe?**

5+ mins

- Read out the instructions.
- Students complete the task and then check with a partner.
- Check answers in class by asking volunteers to write the words + apostrophes on the board.

**1 Peter's, 2 passengers', 3 children's, 4 men's, 5 boss's**

**7b Fifteen minutes later**  
5+ mins

- Read out the instructions and use the example to demonstrate the task.
- Allow students time to write down three names and cities.
- ↓ First brainstorm a few cities and names and write them on the board.
- Complete the task in class.

**And finally ...**

5+ mins

Remind students of the following:

- **Language study** (p. 58): An overview of the grammar of the step (both *You already know* and *And now*) with exercises. Students can do this in their books or online.
- **Selfstudy** (p. 58): Students can do this in their books or online.
- **Keys** (p. 131) to the Language study and Selfstudy exercises.
- **Language and culture** (p. 63), Step 3: *Uniforms* and the corresponding task. Refer students to the *Listen in* task. (For more information on this, look at page 91 of this TRB.)

And point out ...

- **Reading: I want to complain about our holiday** (p. 59): Holiday complaints 'just for fun' with a glossary of unknown words. If you want to use these texts in class, there are some ideas on how to exploit them on page 121.

## Unit 3 Now I can

## Contents

## Review of vocabulary, functions and structures in Unit 3

## Starter

Talking about travel and transport; Telling a story

## Part 1

Talking about travel and transport; Getting travel information; Buying tickets for public transport; Understanding train announcements

## Part 2

Describing past holidays; Describing a scene; Telling a story

## Part 3

Describing past holidays; Describing a scene; Telling a story

## Lesson notes

## Additional material

For optional and additional material for Unit 3, *Now I can*, see pages 91/92. Refer to this section before your lesson as some of the materials require preparation.

## Optional stages

Optional stages of the lesson are written in grey in these notes.

## Now I can: ...

5 mins

- Ask students to look at *Now I can: ...* at the top of page 60. Remind them that the symbols refer to different skills or vocabulary items which they learnt in Unit 3 and were listed in the unit aims on the photo page (p. 47).

## Starter: Look back

5 mins



- Point to the pictures and ask the class to tell you what they remember about the animals.

Possible answers: **Monkeys: They're baby monkeys. They're station masters. They wear miniature railwaymen's uniforms. They're publicising the new bio-diesel trains.**  
**Cat: His name's Macavity. He gets on the (number 331) bus. He always gets on at the same stop. He catches the bus two or three times a week.**

## Starter:

## Now look forward

5 mins

- Read out the *Now look forward* information.
- Ask who has been to Britain and which area(s) he / she visited.

**NB:** If you have registered as a *Network* teacher, you will have been sent a map of Britain with the names of the places which appear in *Network Now* so you can point out where Swanage is.

## Part 1:

## 1a The Swanage Railway

10 mins



- Tell students they're going to read some information about the Swanage Railway.
- Read out the instructions. Students read the text silently and ask and answer the questions in class.

**1 No, it doesn't. (It has steam and diesel trains.) 2 It's six miles long. 3 You can see beautiful scenery and the ruins of Corfe Castle. 4 No, it isn't. (It's a ruin.) 5 No, it doesn't. (There's a separate entry charge.) 6 There are Steam Galas, Family Events, Evening Dining, Sunday Lunch services and Santa Special trains at Christmas.**

## 1b We'd like to go to Corfe Castle

10 mins



- Read out the instructions.
- ↓ Board: **How much ...? How long ...? What time ...? When ...?**  
Students use these prompts to form their questions.

- ↑ Students write as many questions as they can think of in the allocated time.
- While students are writing their questions, monitor and help them correct any mistakes.
- Students read out their questions for you to write on the board.

Possible questions: **How much are the tickets? How long is the journey? What time is Sunday lunch? What are the family events? When is the next Steam Gala?**

## 1c What time's the train?

10 mins

- Ask students to work in pairs, A and B.
- Ask the A Students to look at page 123 and read the information and the timetable. Ask the B Students to read the *What time's the train?* section on page 125.
- The B Students then ask the A Students about the trains and the A Students use the information they have to answer the questions.
- Then students change roles.
- Monitor the activity, checking that the students are managing the task.

**1d At the ticket office**  
5 mins

- Ask students to work in pairs, A and B. Partner A is the passenger and Partner B is the employee at the ticket office.
- Students now know the time of the train they want (from *Exercise 1c*) and now they decide what kind of ticket they want by using the ticket information in the orange *Tickets* box.
- Partner A buys a ticket from Partner B.

**1e Three announcements**

- Read out the instructions. Remind students that this task refers to the journeys they chose in *Exercise 1c*.
- Play ▶ 2/23.
- Ask students to tell the class which announcements are relevant to them and why.

(SA = station announcer, TG = train guard)

**1 SA:** The next train from platform one will be the steam service to Norden, calling at Harman's Cross, Corfe Castle and Norden. Platform one for the steam service to Norden.

**2 TG:** The train will shortly be passing through Herston Halt. This is a request stop only, so passengers wishing to get off here should inform the guard. Passengers for Herston Halt, please make yourselves known to the guard.

**3 TG:** We will soon be arriving at Corfe Castle. Next stop, Corfe Castle. Please ensure you take all your belongings with you and thank you for travelling with us today.

**Part 2:**  
**2a A special moment**

**Tip: Reading / Listening for gist and specific information** Remind your class regularly that when they're reading or listening to English, they don't have to understand every word that is written or spoken. It's often sufficient to understand the general topic of a text or conversation (Reading / Listening for gist). And sometimes it's enough to pick out one or two details (Reading / Listening for specific information). When students are in an English-speaking country, they won't understand every single word they hear – but they will probably be able to cope with most situations as long as they are used to concentrating on what they can understand rather than what they can't understand.

- Read out the instructions and the gist listening question.
- Play ▶ 2/24. Students listen and answer the question.  
**He decided he wanted to spend the rest of his life with / marry Mary and asked her to marry him.**
- Read out the instructions for the specific listening task and the four categories.
- Suggest that students make notes about each category to help them remember the information.
- ↓ Students make notes for categories 2 and 4 only.
- Play ▶ 2/25.  
**1 The trains weren't running. 2 They were sitting on his jacket. 3 The sun was coming up. 4 He felt so happy and peaceful.**

(P = passenger)

P: Oh, I love Corfe Castle. My wife Mary came from a little village near here and so I used to come here to visit her before we were married. She died three years ago. But I have very happy memories of this part of the world. In fact, it was at Corfe Castle that I had one of the happiest moments of my life. If you've got time, I'll tell you the story. It was a long time ago, when I first met my wife and we started going out together. One evening we were at her parents' house and we started talking, and we talked and we talked. We didn't want to say goodnight, so we talked all night. At about four o'clock in the morning, we thought, well, it's too late to go to bed now, so let's go for a walk. So we walked from her village, all the way to Corfe Castle. We climbed the hill and sat down. It was a very special moment. Everything was quiet. It was too early for tourists and the trains weren't running. It was just us two together, alone in the world. We were sitting there on my jacket, just enjoying the scenery. The sun was coming up. The sky was beautiful – pink and orange – and I felt so happy and peaceful. And I knew at that moment that I wanted to spend the rest of my life with Mary, so I asked her to marry me. And that was that. We were married for forty years. And we often used to come back to Corfe Castle, to our special place, and remember that morning.

- 2b The end of the story**
- Read out the instructions and the three possible endings of the man's story.
  - Play ▶ 2/26. Students listen and tick the right sentence.



✓ 3

(P = passenger)

P: And I'll tell you a funny thing. You won't believe this, but it's true. A couple of years ago, not long after Mary died, one of my grandchildren gave me a present. It was a jigsaw puzzle of Corfe Castle. The little boy knew it was a special place for his granddad, so when he saw it in a shop, he bought it for me with his own money. Anyway, I was doing this puzzle when I found us in the picture. Yes, I found me and my family in the photo. It was Mary and me with two of our grandchildren. We were walking around the castle ruins. We were only very small, but there we were, I can't tell you how I felt. It was unbelievable. Totally unbelievable.

**If short of time**

If you notice you're getting short of time,

- do **Exercise 3** as a class activity.

Begin with: *It was (course day) and it was time to go to the English lesson ...*

Invite volunteers to contribute and be ready to add your own ideas if there's a shortage of ideas.

**Part 3:****What happened?**

5+ mins

- Read out the instructions.
- Students work in pairs to discuss what happened and make some notes, using the question prompts.  
! If necessary, point out to less confident pairs of students that there are some ideas to help them on page 127.
- Students then tell their stories to another pair.

**4 Now you choose**

10+ mins

- Remind students about the star system and tell them they need to choose one of these tasks.
- Allow time for students to read the tasks and choose one.
- Ask students to sit together with students who want to do the same task.
- Students complete the task in their groups.
- Monitor and help with any vocabulary / phrases they may need.

**And finally ...**

5 mins

Look back at *In this unit, you will learn to: ...* (p. 47) to show your students how much they have learnt in this unit, to say how well they've done and to let them reflect on where they need more practice.

Point out the following features of the coursebook and give a short explanation:

- **Test yourself** (p. 62): Students can do this progress test and check their answers (p. 131).
- **Language and culture** (p. 63): Refer your students to any L&C texts and tasks that weren't done in class.
- **Now me** (p. 64): Students can do some free writing, using the vocabulary and structures they've learned in Unit 3. Ask students to read the *Now blog* section. They can use this as a model for writing their own blog. Finally, refer students to the *Now explore the Internet* section to consider which holiday they would like to go on. Remind students that they can copy the *Now me* page for their portfolio.

**Your notes**


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**Note:** Getting ready for ... is divided into two sections, FYI and Preparing ..., for most of the steps in Units 1–6.

**FYI:** When you prepare your lessons, you might want to have some background knowledge of an aspect of the lesson – just for your own personal interest. Where it seems useful, the FYI provides links to relevant sites via the *Network Now* homepage.

**Preparing ...:** If your lesson is longer than 90 minutes, or if you have a particularly quick class, this section offers some additional activities which you can use. **NB:** Some of the activities and materials require preparation before the lesson.

## Getting ready for Unit 3

### Preparing Unit 3 Step 1

#### What can you do on holiday?

10+ mins



- To be used after *Exercise 2a*, coursebook p. 49.
- Students work in small groups.
- They have five minutes to make a list of all the activities you can do on holiday.  
Possible answers: **swim, sunbathe, sleep, read, play volleyball / table tennis / football, take photos, hike, ski, eat, drink cocktails, relax, buy souvenirs** (Accept a range of answers here.)
- Ask individual students to read out their lists and then ask the other groups if they have anything to add.
- Then ask volunteers to make a sentence with one of the words.

#### Holiday decisions

15+ mins

- To be used any time after *Exercise 3b*, coursebook p. 49.
- **Photocopy 7 Holiday decisions** (p. 106) – one copy for each group of four students.
- Tell students that they have won a holiday. They all have to travel together.
- Hand out the information sheet about the holidays.
- Students read the information, discuss the options in their groups and decide which holiday to go on.
- Each group then reports back to the class which holiday they chose and why.

#### Language and culture Step 1: Holidays

(coursebook p. 63)

10 mins

- To be used after the *Round up*, coursebook p. 49.
- Board: What are bank holidays? How many bank holidays are there in England?  
What are these days called in the USA? When is Independence Day?  
When is Thanksgiving?

Ask students to read the text and find the answers. (public holidays – they are called ‘bank holidays’ because all the banks were closed on the first public holiday in 1871, federal holidays, 4<sup>th</sup> July, fourth Thursday in November)

- Students then work in small groups to discuss the question after the text on p. 63 and report back to the class.
- Encourage students to do the Internet task at home.

#### Downloads



- There’s an activity for Unit 3 Step 1 which you can download from the Internet: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

### FYI Unit 3 Step 2

To see more animals using public transport, have a look at [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

### Preparing Unit 3 Step 2

#### What’s the word?

10– mins

- To be used any time after *Exercise 1b*, coursebook p. 52.
- Ask students to close their books. Read out the text on p. 52, one sentence at a time. When you get to the end of each sentence, leave out the final word and invite students to call out the word.

#### In the office

10 mins

- To be used as extra grammar practice any time after *Exercise 2b*, coursebook p. 53.
- First brainstorm what people do in offices, e.g. read emails / the newspaper, drink tea / coffee, talk to colleagues / customers, etc.



- Divide the class into two groups – hard-working office workers and lazy office workers. Give them a minute to think what they were doing when the boss arrived.
- One student tells the class what he / she was doing when the boss arrived and then asks a student from the other group: *And what were you doing when the boss arrived?*
- If you have a class that enjoys acting things out, ask students to mime what they were doing when the boss arrived. Leave the room briefly and come back into the room as the ‘boss’. Individual students make sentences about their co-workers: *Klaus was playing cards when you came in.*

## When I saw you ... 15+ mins

- To be used any time after *Exercise 4b*, coursebook p. 53.
- **Photocopy 8 *When I saw you, ...*** (p. 106) – one copy for each group of three students.
- Cut up the cards so that you have one set for each group of three students.
- Students work in groups of three and have the set of cards face down on the table.
- One student picks up a card and reads it to the other two students. (e.g. When I saw you, you were talking to a policeman.)
- One of the other two students has to give a reason why he / she was doing that. (e.g. I was visiting an old school friend in his new house – but I didn’t know where the street was so I stopped a policeman and asked him.)
- The student who gives the reason keeps the card and picks up the next card to read out.
- If both students give an explanation for the activity, the reader chooses which is the better / more entertaining reason.

## It happened to me ... 10+ mins

- To be used any time after *Exercise 4c*, coursebook p. 53.
- On the board, write down three events in your life – two must be true and one not true, e.g.  
Board: I rode an elephant when I was a child.  
I ate snails in France.  
I saw Angelina Jolie in London.
- Tell the class that one of these events is not true and they can question you about each event for one minute.
- After three minutes, the class votes on which event didn’t really happen to you.

## Language and culture Step 2: Queues (coursebook p. 63) 10+ mins

- To be used after the *Round up*, coursebook p. 53.
- Tell students that *to queue* is used in BE and *to stand in line* is used in AE.  
Board: BE: to queue AE: to stand in line
- Ask students: *What do you think ‘to queue-jump’ means? Read the text and find out.*
- Students read the text to find out the answer. (To push in front of anyone in the queue.)
- In class, answer the two questions at the end of the text.

## Downloads



- There’s an activity for Unit 3 Step 2 which you can download from the Internet: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

### FYI Unit 3 Step 3

If you want to read more about this trend of **animal station masters in Japan**, go to [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

### Preparing Unit 3 Step 3

## What time ...? 10– mins

- To be used to practise the *And now* grammar any time after *Exercise 3*, coursebook p. 56.
- Give the class prompt words so students can ask questions about timetabled events in the future. Volunteers can give the answers.  
Board: **What time does ...?**  
Prompts: lesson – end, lesson – start next week, bank – close tomorrow, bank – open at the weekend, last tram / bus – go tonight, the news – start tonight

## Travelling by train 10+ mins

- To be used any time after *Exercise 5a*, coursebook p. 57.
- **Photocopy 9 *Travelling by train*** (p. 107) – one copy for each pair of students.
- Cut up the cards so that you have one set for each pair of students. Ask students to work in pairs. Give out a set of cards to each pair of students and ask them to put them face up on the table.
- Together, students place the appropriate answer next to the question.

- Check the answers in class by having one student read out a question and a student from another pair answer it.
- Then have students role-play the situation of asking for train information, with one student as the passenger and one as the ticket seller, using some of the questions and answers on the cards.

**What can you remember?**

10– mins

- To be used any time after *Exercise 5c*, coursebook p. 57.
- Ask students to close their books and tell you as much information as they can about the article ‘Animal station masters’.

**Language and culture**

**Step 3: Uniforms**

(coursebook p. 63)

10– mins

- To be used at the end of the lesson.
- NB:** Point out that *a*, not *an*, is used before words beginning with *uni*: a uniform, a university.
- Students read the text.
- Ask students to close their books and, with a partner, write the answers to the questions which are on the board.

Board: What is a typical school uniform in the UK? (a blazer or pullover and tie in the school colours)  
 What variations are usually allowed? (headscarves, full-length skirts or trousers, a hijab, a turban)

- Ask the question at the end of the text.
- Finally, ask the class to write down the advantages and disadvantages of wearing school uniforms and encourage a class discussion when answers are compared in class.

**Listen in**



- Encourage students to do the *Listen in* task at home. The audio script can be found online.

**Reading:**

**I want to complain about our holiday**

(coursebook p. 59)

- The Reading page can be done as selfstudy or read in class. You’ll find ideas on how to exploit the text in class on page 121.

**Downloads**



- There’s an activity for Unit 3 Step 3 which you can download from the Internet: [www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

**FYI Unit 3 Now I can**

If you want more information and a panoramic view of **Corfe castle**, go to [www.klett-sprachen.de/networknow/fyi](http://www.klett-sprachen.de/networknow/fyi).

**Preparing Unit 3 Now I can**

**Note:** As the *Now I can* pages are revision and consolidation, you can use any of the optional and additional materials suggested for Steps 1–3.

**Substitution**

10+ mins

- To be used after *Exercise 1a*, coursebook p. 60.
- Ask students to underline the following adjectives in the text: 1 award-winning, 2 unique, 3 beautiful, 4 magnificent.
- Ask students to think of adjectives they could use to replace the underlined ones – they don’t have to have the same meaning. After five minutes, ask for suggestions.  
Possible answers: **1 wonderful, amazing; 2 (an) exciting, brilliant; 3 lovely, fantastic; 4 wonderful, old**



**Summary**

10+ mins

- To be used after *Exercise 2b*, coursebook p. 61.
- Give the class a short writing exercise – ask them to write a summary of the end of the story in their own words. Students can work alone or in pairs.

**A postcard**

10+ mins

- To be used after *Exercise 3*, coursebook p. 61.
- Give out postcard-size cards or small pieces of paper.
- Ask students to write a postcard telling someone what happened on their day out in *Exercise 3b*.
- Students ‘send’ it to another student to read out to the class.



**Template 3:**  
**Question time**  
15+ mins

- To be used any time after *Part 3*, coursebook p. 61.
- **Photocopy Template 3: Question time** (p. 118) – one copy for each pair of students.
- Cut out the cards so that each pair of students has one set.
- Students work in pairs – one is the interviewer and one is the holiday maker.
- Give each pair a set of cards. They put the cards into two piles (15 cards in each pile) and put them face-down on the table.
- Explain to students that they are going to be interviewed about their favourite holiday so they should each think of a really good holiday they had.
- The interviewer picks up a card from one pile and asks the holiday maker a question using the word or phrase on the card – and the holiday maker answers the question.
- Demonstrate the activity by picking up a card and making a question with the word or phrase on the card. Choose a ‘holiday maker’ to answer your question.
- The interviewers then do the same, using the words or phrases on the cards. Their partners, the holiday makers, answer their questions.
- When the interview is complete, students change roles and the second pile of cards is used.
- At the end of the activity, if there’s time, volunteers can tell the class about their partner’s holiday.
- This template can be used for holiday / travel interviews at all levels.

**Downloads**



- There’s an activity for Unit 3 *Now I can* which you can download from the Internet:  
[www.klett-sprachen.de/networknow/activities](http://www.klett-sprachen.de/networknow/activities)

## 7 Holiday decisions (Unit 3 Step 1)

- Your group has won a group holiday. Read the descriptions of holidays which you can choose from. Then talk together and decide which holiday you want to go on and why. Then tell the class which holiday you've chosen and give your reasons.

### Caribbean family resorts

Looking for the ideal family holiday with perfect weather and sandy beaches?



Then spend a holiday at one of our all-inclusive clubs. Land and water sports, children's club, excellent food and lots of fun activities for the whole family.

### Cruisewithus.uk

Welcome aboard! Join us on one of our exclusive international cruises. Routes include Scandinavian fjords, the Irish and Scottish coastlines and the West Indies.

All meals and snacks provided. Our spa and fitness centre is included in the price. Children's activities all day every day.

Cruises available from 7 days to 10 weeks.

### Walk Britain holidays

We are the specialists for walking tours in Britain. We offer over 50 walking routes from the Cornish coast to the castles of Scotland.

Comfortable accommodation in four-star B&Bs.

You can book two-day to two-week trips. We do all the hard work, you just do the walking.

### Swiss Mountain Spa

Enjoy the combination of a winter holiday and a spa experience in one of our luxury chalets.



All chalets are located near the ski slopes, have five-star accommodation, full board and spa and sauna facilities. The main hotel also has a thermal pool.

Skiing equipment and tuition available.



## 8 When I saw you, ... (Unit 3 Step 2)

When I saw you, you were running after a car.

When I saw you, you were wearing a Pippi Longstocking costume.

When I saw you, you were talking to a policeman.

When I saw you, you were waiting for a bus.

When I saw you, you were swimming in a river with your clothes on.

When I saw you, you were eating tomatoes.

When I saw you, you were climbing a tree.

When I saw you, you were singing in the town centre.

When I saw you, you were running after a dog in the park.

When I saw you, you were queueing outside the football stadium.

**9 Travelling by train (Unit 3 Step 3)**

|   |  |
|---|--|
| Excuse me. When's the next train to Leeds?  | The next one leaves at 3.35.                   |
| How long does it take from York to Leeds?   | It takes forty-five minutes on the fast train. |
| What does a day return cost?                | It costs £35.                                  |
| When does the train arrive in Leeds?        | It arrives at 4.20.                            |
| Which platform does the train go from?      | The Leeds train leaves from platform 2.        |
| Is there a buffet car?                      | There isn't, but there's a trolley service.    |
| Do I have to change?                        | No – it's a direct train.                      |
| Can I take my bike on the train?            | Yes, but there's an extra charge.              |
| Is the train to Leeds delayed?              | Yes, it is. But it'll be here in 20 minutes.   |
| Can I use an off-peak ticket on this train? | No, sorry, they're only valid after 9.15.      |

## Template 3: Question time

|                 |                  |                     |                   |                  |
|-----------------|------------------|---------------------|-------------------|------------------|
| Who ...?        | Where ...?       | When ...?           | Why ...?          | What ...?        |
| How ...?        | How many ...?    | How did ...?        | How long ...?     | Which ...?       |
| Was ...?        | Were ...?        | Did ...?            | Did you have ...? | Did you see ...? |
| Did you go ...? | Was there a ...? | Were there any ...? | see               | buy              |
| enjoy           | eat              | drink               | go                | do               |
| souvenirs       | weather          | journey             | hotel             | food             |