



# OUT AND ABOUT



Scan to review worksheet

Expemo code:  
15RE-V7J9-TVMU

## 1 Warm up

There are many ways to enjoy a day out. Match each photo with three things you need from the list.

fruit / towel / backpack / sandwiches / boots / hat / swimsuit / crisps / sun cream



beach



picnic



hiking

Can you think of one more thing you need to bring to enjoy each type of day out?

Work in pairs.

Talk about a day out that you enjoyed.

1. Where did you go?
2. Who did you go with?
3. What did you do?



## 2 Listening

Three friends are planning a day out, walking in the countryside. Listen to their conversation. Write R (Rose), G (Gabe) or N (Noah) next to the items that each person is responsible for. Write E if everyone is responsible.



train tickets	plan the route on a map
snacks	drinks and sandwiches
fruit	hats
sun cream	towels



Choose the correct verb form to complete these sentences from the dialogue.

Listen again to check.

1. ... are you **organising** / **going to organise** the train tickets again?
2. I'll **get** / I'm **getting** some snacks for everyone, maybe some crisps.
3. **Shall** / **Do** we all bring our own drinks and sandwiches for a picnic lunch?
4. I checked the weather forecast and it'll **be** / **it's going to be** hot on Saturday.
5. **We are needing** / **We'll need** hats.
6. Good idea, and let's **bring** / **to bring** towels so we can go swimming in the sea at the end of the walk!
7. How about **stop** / **stopping** at that tea shop just outside Brightsea?



### 3 Language point

We use several different forms in English when we make plans for the future. Study the examples and choose the best options to complete the sentences.

1. **Shall** we all **bring** our own drinks and sandwiches for a picnic lunch?
2. **Shall** I **get** some fruit for us to eat after lunch?
3. **Let's go** early so it's not too hot.
4. **Let's bring** towels so we can go swimming in the sea.
5. **How about stopping** at that tea shop just outside Brightsea?

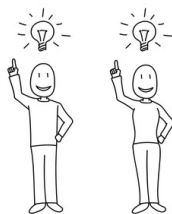
Choose the best option.

1. The phrases in bold are all **predictions / suggestions**.
2. **Two / All three** of the phrases have the same grammar.
3. For one of the phrases, you need to remember to use an apostrophe (') **before / after** the letter s.

1. Gabe, **are you going to organise** the train tickets again? / Yes, **I am**. I have a travel card and I can get a discount, like I did last time.
2. **I'll get** some snacks for everyone, maybe some crisps.

Choose the best option.

1. The phrases in bold refer to **ways people can help / predictions**.
2. In the sentence with *be going to + verb*, we understand that Gabe **has / hasn't** organised the train tickets before.
3. Therefore, Gabe has probably decided to do this **during this conversation / before the time of this conversation**.
4. In the sentence with *will + verb*, we understand that Noah has decided to do this **during this conversation / before the time of this conversation**.



Which form best matches this picture - *be going to + verb* or *will + verb*?



1. I'm **going to plan** the route on the map tonight. / Just like you always do. You're a great leader!
2. I checked the weather forecast and it's **going to be** hot on Saturday.
3. We'll **need** hats.
4. I'll **bring** a big bottle of sun cream and we can share it.

**Choose the best option.**

1. Which sentences are predictions about the future?
2. What's the difference in meaning between the two forms used in the predictions?
3. Which sentences are about making plans for the future?
4. What's the difference in how these two forms are used?



**4 Practice**

Add one missing word to each sentence in the correct place, as in the example: *I think we'll a great day. / I think we'll have a great day.* Make contractions if you can.

How going by bike?

1. \_\_\_\_\_

I going to wear my new hiking boots.

2. \_\_\_\_\_

Shall take the bus?

3. \_\_\_\_\_

I know! I ask Dan if he wants to come with us.

4. \_\_\_\_\_

She's going bring a cake - she's making it now.

5. \_\_\_\_\_

Let bring some chocolate too.

6. \_\_\_\_\_

How about here for lunch?

7. \_\_\_\_\_

Shall I some money?

8. \_\_\_\_\_

Let's to that café that we went to last time.

9. \_\_\_\_\_

Will lend you a pair of sunglasses if you haven't got any.

10. \_\_\_\_\_



## 5 Speaking

Work in A/B pairs. You and your partner are planning a day out. First decide what kind of day out you are going to have. You can choose from:

- a day out at the beach / a day out shopping / a picnic and sports in the park / your own idea

Now look at your table and make notes in at least six of the spaces.

### Student A

	suggestions: let's / shall / how about	ways you can help: will + verb / be going to + verb	predictions: will + verb / be going to + verb
transport			
food and drink			
other people to go with or invite			
other ideas			

### Student B

	suggestions: let's / shall / how about	ways you can help: will + verb / be going to + verb	predictions: will + verb / be going to + verb
weather			
clothes and shoes to wear			
things to do or see			
other ideas			

Have a conversation with your partner about your plans, using a range of language from the lesson.

Example:

**A:** So, we need to make some plans for our day out on Thursday. As we're going shopping, let's drive.

**B:** Good idea. I'll bring my car and pick you up at your house.

Did you use all the language from the lesson?

Write down three good sentences from your conversation.



## 6

**Extra practice/homework**

Match each sentence with the best response.

- |   |  |
|---|--|
| 1. But what should we do about food?                                      | a. Don't worry. I'm going to make sandwiches for everyone. |
| 2. I really need a coffee, but I didn't bring any money.                  | b. How about going to the museum?                          |
| 3. I'm a bit worried because there aren't very many trains on Sundays.    | c. How about trying this cafe?                             |
| 4. I'm tired of shopping. Isn't there anything else to do here?           | d. I'll buy the drinks.                                    |
| 5. This is such a beautiful place.  | e. I'll help you carry them.                               |
| 6. We have to cross the river here, but there's no bridge.                | f. Let's ask Suzy to come along.                           |
| 7. I'm so hot and tired.  | g. Let's take a photo.                                     |
| 8. I really want to buy these shoes, but I'm already carrying seven bags! | h. Oh no! Our feet are going to get wet!                   |
| 9. We need one more person if we're going to play football.               | i. Shall I check the train times?                          |
| 10. Where do you want to eat lunch?                                       | j. Shall we get ice creams?                                |



## 7 Optional extension

In the Listening, Noah said he was going to bring crisps for everyone. Snack food vocabulary can be confusing in English.

Which photo shows crisps? What does the other picture show?



A



B



C

1. In American English, what are these two foods (A and B) called?
2. What are the foods in A and B made from?
3. What does picture C show? What are these made from? Why are there three different colours?

Discuss these questions in pairs or small groups.

1. Do you like these snacks? How often do you eat them?
2. Crisps and chips come in lots of different flavours. In the UK, cheese and onion, and salt and vinegar are popular. In the US, people love barbecue, and sour cream and onion. Which of these flavours would you like the most? What flavours do you have in your country?
3. What other types of snack foods are popular in your country?