

On holiday

Topic

In this module Ss will explore the topic of holidays, holiday activities and problems they may encounter whilst on holiday.

Modular page

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Lesson objectives: Overview of the module

Vocabulary: Types of holiday (*cruise, activity holiday, safari, beach holiday, camping holiday, backpacking holiday*)

4a Activity holidays

62-63

Lesson objectives: To read and listen for specific information, to learn *will*, to pronounce 'll and won't, to talk about a tour, to write about a perfect activity holiday

Vocabulary: Holiday experiences (*go windsurfing, do fencing, go horse-riding, drive a quad bike, do archery, play paintball, learn scuba diving, go trekking, climb walls, go sailing*); Verbs (*identify, creep*); Nouns (*champion, landscape, bubbles, wave, rapids, trekking, falconry, medieval art*); Adjectives (*legendary, stunning, subtropical*); Phrase (*take the plunge*)

4b Having a great time

64-65

Lesson objectives: To read for gist, to read for specific information, to describe what you do while on holiday, to learn *be going to*, to compare *going to – will – present continuous* (future meaning), to learn time clauses, to learn conditionals types 0, 1, 2

Vocabulary: Holiday activities (*shop for souvenirs, sunbathe on the beach, stay in a hotel, take photographs, go sightseeing, try local food, enjoy nature, visit historical sights, go dog sledding*); Nouns (*sledding, husky dog, pine forest, reindeer stew, Northern Lights, display, colourful lights, the Arctic Circle*); Adjectives (*snowy, common*); Phrases (*enjoy yourself, have a great time, guess what, no way*)

4c Culture Corner

66

Lesson objectives: To read for specific information, to act out a dialogue, to write a short leaflet about a national park in your country.

Vocabulary: Verbs (*cover, erupt, destroy*), Phrasal Verb (*watch out for*); Nouns (*state, thermal pool, geyser, hot spring, sight, canyon, hiking trail, spectacular view, waterfall, wildlife, wolf, elk, bison, grizzly bear, scientist*); Adjectives (*deep, impressive*); Prepositional Phrases (*on top of, into the air*)

4d Everyday English

67

Lesson objectives: Asking for information, to pronounce /h/

Vocabulary: Sentences (*How can I help you?, I'm calling for some information., What would you like to know?, What are the opening hours?, How much does it cost to get in?, Can I help you with anything else?, Enjoy your visit to the museum.*)

4e Eco-tourism

68-69

Lesson objectives: To read for gist, to read for specific information, to learn *might – may – could – will probably – will definitely*, to talk and write about an underwater park

Vocabulary: Verbs (*dive, snorkel, share, cast a statue, recognise, encourage, think about the environment, damage, create statues, attract, grow*); Nouns (*sculpture, sea creature, life-size sculpture, cyclist, sculptor, local people, pollution, coral reef, cement, flippers*); Adjectives (*underwater, stunning*); Phrase (*below the waves*)

4f Attractions

70-71

Lesson objectives: To listen and read for gist, to read for general comprehension, to revise *a/an – the*, to learn relatives

Vocabulary: Places in a city (*wide harbour, huge market, peaceful gardens, long bridge, large zoo, traditional houses, cosy restaurants, tall skyscrapers*); Nouns (*atmosphere, splendours, treasure hunt, goodies, spirit, paradise*); Adjectives (*cosmopolitan, cultural, historic, majestic*)

4g Skills

72

Lesson objectives: To predict content, to listen for gist, to listen for specific information, to talk about your holiday, to act out a dialogue, to write about a holiday where something went wrong

Vocabulary: Holiday problems (*The weather was awful., We missed our flight., The airline lost our luggage., I got badly sunburnt., Someone stole my passport., Our hotel room was too small., The beach was dirty and crowded., I got food poisoning.*)

4h Writing

73

Lesson objectives: To write a letter about a holiday

Vocabulary: Adjectives (*delicious, exciting, brilliant, awful, interesting, crowded, beautiful*)

4i Curricular: Citizenship

74

Lesson objectives: To read for specific information, to give a short presentation about responsible camping

Vocabulary: Verbs (*explore, protect, prepare, postpone, seal, spoil*); Adjective (*safe*); Phrasal Verb (*put out*); Nouns (*dangers, compass, forecast, hassle, stream, leftovers*); Phrases (*emergency equipment, leave alone*)

Language Review 4

75

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz.

Skills 4

76-77

Lesson objectives: To practise answering multiple choice cloze questions, to read for lexico-grammatical structure, to make a decision with a partner, to listen for specific information, to write a letter of invitation

Russia 4

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Lesson objectives: To introduce the topic of the text, to read for specific information, to present information in a text from notes in a table, to write a paragraph about a ski resort

Vocabulary: Nouns (*resort, piste, snowfield, local*); Adjectives (*accessible, cosy, adventurous, safe*)

▶▶ What's in this module?

Read the title of the module, *On holiday*, and ask Ss to predict the content of the module (*the module is about different kinds of holidays, holiday experiences and activities and problems that can occur while on holiday*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To present different kinds of holidays

- Give Ss time to look at the pictures and words.
- Play the recording with pauses for Ss to repeat individually or chorally.

2 **Aim** To listen for specific information

- Draw Ss' attention to the sentences about Sarah. Explain that Ss must listen to the recording carefully and circle the correct answers.
- Play the recording.
- Ask Ss to complete the task and play the recording again to check Ss' answers in class.

Answer Key

Sarah usually goes on a camping holiday. This summer, she wants to go on an activity holiday.

OVER TO YOU!

Aim To practise talking about different kinds of holidays

- Draw Ss' attention to the 'OVER TO YOU!' section and ask them to complete the sentences with their own answers. Point out that we use *will* to talk about the future. Explain that *will* is the same in all persons.
- Allow Ss time to complete the task.
- Ask various Ss to read out their answers.

Suggested Answer Key

I usually go on a beach holiday. This summer, I'll probably go on a safari.

4a Activity holidays**Vocabulary**

- 1 a) **Aim** To present vocabulary for holiday activities/experiences

- Draw Ss' attention to the pictures A-J. Read the activities listed in Ex. 1a and ask Ss to match the activities to the pictures.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

1 I 3 A 5 F 7 J 9 C
2 D 4 E 6 H 8 G 10 B

- b) **Aim** To practise new vocabulary and introduce related adjectives

- Explain the task and read out the example. Go through the list of adjectives and explain/ elicit their meaning.
- Divide Ss into pairs and allow Ss time to think of sentences about the activities using the adjectives. Monitor the activity around the class.
- Ask various pairs to tell the class some of their sentences.

Suggested Answer Key

I'd like to learn scuba diving because I think it's exciting/fun. I'd like to do archery because I think it's interesting. I'd like to go trekking because I think it's fun. I wouldn't like to drive a quad bike because I think it's difficult/dangerous. I wouldn't like to climb walls because I think it's difficult. I wouldn't like to play paintball because I think it's scary.

Reading & Listening

- 2 a) **Aim** To read for specific information

- Allow Ss a minute to read through the text.
- Play the recording. Ss listen and follow the text in their books.
- Elicit answers from Ss around the class.

Answer Key

learn scuba diving, go windsurfing/sailing, go trekking, do archery, play paintball

- b) **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

- 1 F (a family holiday)
2 T
3 F (... indoor and outdoor activities)
4 F (learn how to scuba dive with an instructor ...)
5 T

Suggested Answer Key

legendary (adj): famous & described in old & popular stories that may be true

champion (n): someone who has won first prize in a competition, contest or fight

stunning (adj): very beautiful or impressive

landscape (n): what you see when you look across an area of land e.g. trees, hills, rivers, buildings

bubbles (pl n): small balls of air or gas in liquid

subtropical (adj): with a warm, wet climate (often near tropical regions)

wave (n): raised mass of water on the surface of the sea or ocean caused by the wind or tides

rapids (pl n): a section of river where water moves very fast, maybe over rocks

take the plunge (phr): decide to do something difficult or risky

trekking (n): walking across a difficult terrain

identify (v): to name something or to say what it is

falconry (n): the skill of training falcons (a bird of prey) to hunt

medieval art (n): paintings, sculpture or other objects from between the end of the Roman Empire in 476 AD and about 1500 AD

creep (v): to move quietly and slowly

BACKGROUND INFORMATION

Robin Hood is a legendary figure from English folklore who could have existed in Medieval times around the reign of King John. There is evidence that the character is based on a real man or maybe different men with qualities that contributed to the legend over time. The traditional legend, however, portrays Robin Hood as an outlaw (someone hiding from the authorities) who was skilled at archery and with a sword and who was famous for 'robbing the rich and giving to the poor'. In popular culture, Robin and his men are always shown as living in Sherwood Forest near Nottingham. Robin had a good sense of humour, was courageous, generous and intelligent and treated his men as brothers. Robin was loyal to Richard the Lionheart who was away fighting, leaving King John, who charged the people high taxes, ruling in his absence. The main enemy of Robin, however, was the Sheriff of Nottingham.

Sherwood Forest is in Nottinghamshire, England and is famous because of the Robin Hood legend. It was once a royal hunting forest that stretched over 30 miles. Today it covers a smaller area but walks, trails and many other activities can be enjoyed there. Some parts of the forest are home to very old oak trees, including 'the Major Oak', which, according to legend, was Robin Hood's main hideout. This tree is between 800 and 1,000 years old.

Grammar

3 a) **Aim** To present the future simple (will)

- Draw Ss' attention to the grammar box.
- Focus on the affirmative form and explain that *will* (and contracted form *'ll*) is used to discuss things happening in the future.
- Go through the table and point out the subject + *will* sentence structure.
- Do the same for the negative and interrogative forms.
- Ask Ss to look at the short answers and explain that they can be used instead of repeating information from the question. i.e. *Will he stay in a hotel? Yes, he will. (Yes, he will stay in a hotel).*
- Go through the uses and read out the examples.
- Allow Ss time to read the text again and write down any examples of *will*.
- Check Ss' answers.

Answer Key

Examples in text:

You'll have the time of your life., You'll have bubbles of fun..., ...who will teach you all about ..., ... you'll feel the thrill..., ...where you'll creep through the forest..., ...you'll have great fun....

Pronunciation

b) **Aim** To learn the correct pronunciation of contracted forms *'ll* and *won't*

- Remind Ss that *'ll* is the contracted form of *will* and *won't* is the contracted form of *will not*.
- Play the recording with pauses for Ss to repeat individually or chorally.

4 **Aim** To practise the simple future tense (will)

- Explain the task and ask Ss to complete the sentences using the correct form of the verb *will* and the given words.
- Allow Ss time to complete the task and then ask Ss to identify which sentences convey a prediction, an on-the-spot decision or information about the future.
- Elicit answers from various Ss around the class.

Answer Key

- 1 *will have* (prediction)
- 2 *will teach* (information about the future)
- 3 *will turn* (on-the-spot decision)
- 4 *will come* (on-the-spot decision)
- 5 *will enjoy* (prediction)
- 6 *won't miss* (prediction)

5 **Aim** To consolidate new vocabulary and grammar

- Explain the task and divide Ss into pairs.
- Refer Ss back to the holiday activities in Ex. 1 and ask them to form questions using these activities.
- Remind Ss that they will use *will* to ask questions and short answers to reply.
- Read out the example.
- Ss ask and answer in pairs.
- Monitor the activity around the class.

Suggested Answer Key

Will you go windsurfing? Yes, I will./No, I won't.

Will you drive a quad bike? Yes, I will./No, I won't.

Will you go trekking? Yes, I will./No, I won't.

Will you play paintball? Yes, I will./No, I won't., etc.

Speaking & Writing

6 a) **Aim** To practise collocating words

- Explain the task and allow Ss time to complete the collocations. Point out that Ss should learn and use collocations as this makes them sound natural.
- Refer Ss back to the text if necessary.
- Elicit answers from various Ss around the class.

Answer Key

- | | | |
|-------------------|--------------------|------------------|
| 1 <i>outdoor</i> | 4 <i>legendary</i> | 7 <i>archery</i> |
| 2 <i>activity</i> | 5 <i>forest</i> | 8 <i>laser</i> |
| 3 <i>holiday</i> | 6 <i>stunning</i> | |

b) **Aim** To practise new vocabulary and talk about what you will do

- Explain the task and give Ss a three-minute time limit to write about the activities they will do in the first person.
- Allow Ss time to complete the task and tell their partners.
- Ask various Ss to read their sentences in class.

Suggested Answer Key

I will take sailing lessons on the beautiful lake, I will go trekking through the forest with a ranger and I'll learn all about the history of the trees. I'll also try archery and creep through the forest spotting targets to shoot at. I'll have a lot of fun!

7 **Aim** To write about a perfect activity holiday

- Assign the task as HW.
- Remind Ss that they need to think about both where they will go and what they will do. They can think of somewhere they already know or do same research on the Internet or using other reference materials.
- Ask various Ss to present their perfect holiday to the class.

Suggested Answer Key

My perfect activity holiday is an activity tour in South America. Firstly, I will fly to La Paz in Bolivia. Then, I will visit the ancient ruins at Tiwanaku. After this, I will mountain bike down Camino de la Muerte, a very dangerous road. Then, I'll take a short flight to the Yacuma River and I'll swim with piranha fish. After that, I'll fly to Santiago in Chile. There, I'll bike ride to the top of San Cristobal Hill. Then, I'll travel to the Andes Mountains. I will climb a snowy volcano and stay at a lakeside resort before heading back home. I'll have the time of my life!

4b Having a great time

Vocabulary

1 **Aim** To present vocabulary for holiday activities

- Draw Ss' attention to the pictures 1-9 and the incomplete phrases.
- Ask Ss to look at the verbs in the list and explain that Ss must complete the phrases with these verbs.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

1 shop	4 take	7 enjoy
2 sunbathe	5 go	8 visit
3 stay	6 try	9 go

Reading & Listening

2 a) **Aim** To listen and read for gist

- Ask Ss to read only the first and last exchanges from the dialogue and elicit answers to the questions from Ss around the classroom.
- Play the recording and ask Ss to follow the dialogue in their books and check.

Answer Key

*Dina is in Krasnaya Polyana.
I think she will go snowboarding and skiing.*

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

enjoy yourself (phr): to have a good time

snowy (adj): covered in snow (often the landscape)

have a great time (phr): to enjoy yourself or to have a good time

guess what (phr): to predict

birch (n): a type of tree that is tall with thin branches

b) **Aim** To read for specific information

- Ask Ss to read the dialogue again and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from various students around the class.
- Check Ss' answers.

Answer Key

- 1 cold and snowy
- 2 snowboarding (through a birch forest)
- 3 skiing
- 4 some Olympic skiers
- 5 a week

3 **Aim** To practise new vocabulary

- Allow Ss time to think of what they usually do/ don't do while on holiday.
- Divide Ss into pairs and remind Ss to use the holiday activities in Ex. 1.
- Allow time for the pairs to talk and share their ideas.
- Elicit ideas from various pairs around the class.

Suggested Answer Key

I usually try the local food while on holiday. I go sightseeing and visit museums and art galleries. I also try to visit historical sites.

I don't usually spend my time on the beach when I am on holiday. I don't stay in hotels. I don't go dog sledding on holiday. etc.

Grammar

4 **Aim** To revise *be going to*, *will* and the present continuous (future meaning)

- Explain the task and go through the uses 1-6 and explain or elicit which tense we use in each instance.
- Give Ss time to read the sentences a-f and complete the task and then check Ss' answers.

Answer Key

- 1 d
- 2 a
- 3 c
- 4 b
- 5 f
- 6 e

5 **Aim** To practise *be going to*, *will* and the present continuous (future meaning)

- Explain the task.
- Give Ss time to complete it and then check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 *will call (on-the-spot decision)*
- 2 *is going to go (prediction based on what we see)*
- 3 *will visit (prediction based on what we think)*
- 4 *are travelling (fixed arrangement in the near future)*
- 5 *are taking (fixed arrangement in the near future)*
- 6 *is going to swim (prediction based on what we see)*

6 **Aim** To present and practise time clauses

- Go through the theory box and write the examples on the board and elicit further examples from Ss around the class (e.g. *When I get home, I'll have a nap.*).
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 *is* 3 *go* 5 *finish*
- 2 *will show* 4 *will they be*

7 **Aim** To present and practise conditionals type 0, 1 & 2

- Read through the theory and explain that we form the type 0 conditional with *if/when* + present simple → present simple and that we use it to talk about a law of nature or sth that is always true.
- Explain that we form the type 1 conditional with *if/when* + present simple → *will/can* + infinitive without *to* and that we use it to talk about a situation that is possible in the present or future.
- Explain that we form the type 2 conditional with *if* + past simple → *would/could* + infinitive without *to* and that we use it to talk about an unreal situation in the present or future and to give advice. Point out that when the *if*-clause precedes the main clause we separate them with a comma. Also point out that *unless* = *if not*.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 *If you heat ice, it melts. (Type 0)*
- 2 *Unless she calls, we won't leave. (Type 1)*
- 3 *If I were you, I'd go on the adventure tour. (Type 2)*
- 4 *If you leave metal out in the rain, it rusts. (Type 0)*
- 5 *If she had more free time, she'd join a gym. (Type 2)*
- 6 *She would travel abroad if she had enough money. (Type 2)*
- 7 *If I were you, I wouldn't try this dish. (Type 2)*
- 8 *We'll go to the beach if it doesn't rain. (Type 1)*

8 **Aim** To practise conditionals

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

Suggested Answer Key

- 1 *you get four. (Type 0)*
- 2 *you'll love it. (Type 1)*
- 3 *I'd ask for their autograph. (Type 2)*
- 4 *we'll go to the beach. (Type 1)*

- As an extension ask Ss to continue the sentences using conditional Types 1, 2. *If you go to Krasnaya Polyana, If I had more free time,*

Suggested Answer Key

- S1: *If you go to Krasnaya Polyana, you'll go snowboarding through a birch forest.*
S2: *If you go to Rosa Khutor Alpine Resort, you will go skiing.*
S3: *If you go skiing, you will see some Olympic skiers.*
- S1: *If I had more free time, I'd join a gym.*
S2: *If I joined a gym, I'd make new friends.*
S3: *If I made new friends, we'd go out together.*
S4: *If we went out together, we'd have a great time, etc.*

4c Culture Corner

1 **Aim** To introduce the topic and predict content of a text

- Ask Ss to look at the photographs in the text and try to answer the questions in the rubric. (*I think it's in the USA. Tourists can see waterfalls and a volcano there.*)
- Play the recording and ask Ss to follow in their books. Elicit answers from Ss around the class.
- Check Ss' answers.

Answer Key

Yellowstone National Park covers three states, Wyoming, Montana and Idaho. A tourist can see thermal pools, geysers, hot springs, waterfalls and lots of amazing wildlife in Yellowstone National Park. A tourist can also go hiking there.

- Explain/Elicit the meaning of words in the **Check these words** box. Ask Ss to identify what part of speech each word is.

Suggested Answer Key

cover (v): to spread over the surface of sth

state (n): a part of a country that has been divided by borders

on top of (prep phr): to be at the highest point of sth

thermal pool (n): a pool of warm water that is heated naturally from the earth

geyser (n): a natural spring of hot water, geysers usually spurt water and steam into the air

hot spring (n): a spring of water which is warm due to the heat under the earth's surface

erupt (v): to force out of sth with a lot of pressure into the air (**prep phr**): off the ground

sight (n): sth interesting that a lot of people want to see

canyon (n): a deep valley with high, steep sides

deep (adj): not shallow

hiking trail (n): a path that is suitable for walking or hiking

spectacular view (n): a beautiful sight from a certain point

impressive (adj): amazing

waterfall (n): a place where water falls off the edge of a steep cliff or mountain

watch out for (phr v): to be careful

wildlife (n): wild animals and rare plants

wolf (n): a wild dog-like animal

elk (n): a large moose-like animal with a heavy body and antlers

bison (n): an animal like a bull or a buffalo with long hair

grizzly bear (n): a wild bear that is brown in colour

scientist (n): a person who works in the field of science

destroy (v): to ruin or to spoil completely

2 **Aim** To read for specific information

Allow Ss time to read the text again and complete the task. Elicit answers from various Ss. Check Ss' answers.

Answer Key

1 YS 2 YGC 3 YGC 4 YS 5 OF

3 **Aim** To discuss information in a text

- Explain the task and divide Ss into pairs.
- Ask Ss to think about what information tourists would ask tour guides. Write the phrases on the board (see Suggested Answer Key).
- Allow Ss time to ask and answer in pairs.
- Monitor the activity around the class.
- Ask various pairs to ask and answer in class.

Suggested Answer Key

A: What makes Yellowstone National Park so special?

B: What makes it so special is that a large part of it is on top of a huge volcano!

A: Are there any geysers in Yellowstone National Park?

B: Yes, there are. The most famous one is called Old Faithful and it erupts every 90 minutes.

A: What can you see in the Grand Canyon of Yellowstone?

B: You can see some incredible waterfalls and lots of amazing wildlife.

A: Is the Yellowstone supervolcano going to erupt soon?

B: No one knows. Some scientists think that an eruption will happen soon.

4 a) **Aim** To practise new vocabulary

Explain the task and allow Ss time to complete the collocations. Check Ss' answers.

Answer Key

1 thermal 3 erupts 5 hiking 7 impressive
2 hot 4 deep 6 grizzly

b) **Aim** To consolidate ideas and vocabulary from a text

- Explain the task and allow time for Ss to write down their reasons. Encourage Ss to use phrases from Ex. 4a in their answers.
- Ask Ss to share their reasons with their partners.
- Ask various partners to say their reasons.

Suggested Answer Key

I want to visit Yellowstone National Park because I can see grizzly bears there.

I want to visit Yellowstone National Park because there are hot springs there. etc.

5 **Aim** To write a pamphlet about a national park

- Explain the task and point out that they should use the text on this page as a model.
- Remind Ss to think about an interesting place of natural beauty in their country and what is special about it.
- Allow Ss time to complete the task.
- Ask various Ss to present their pamphlets.

Suggested Answer Key

The Lake District

The Lake District National Park is England's largest national park. It is 2292 km² and has got some of the most beautiful scenery in the country. It consists of mountains, lakes and forests. Over 42,000 people live inside the park and almost 16 million visitors enjoy its sights and activities throughout the year.

Lake Windermere

The Lake District is famous for its lakes. It has got over 16 of them. Lake Windermere is the largest lake in the park. At 10.5 miles long it is also the largest lake in England. You can enjoy rowing, sailing, windsurfing and fishing on the lake. Also, be on the look out for toads, birds, deer and other wildlife that make this national park their home.

4d Everyday English

1 Aim To read for gist

- Draw Ss' attention to the two adverts and allow time for Ss to read them.
- Ask Ss what they think is being advertised in each of the adverts.

Answer Key

- 1 A theme park 2 A museum

2 a) Aim To introduce situational language related to asking for information

- Draw Ss' attention to the phrases.
- Play the recording with pauses for Ss to repeat individually and chorally.

b) Aim To identify speakers in a situational dialogue

- Explain that the dialogue in the task is between a tourist and an information desk employee.
- Read the sentences aloud and ask Ss to follow in their books.
- Ask Ss which of the speakers they think says each of the sentences.
- Draw two columns labelled *tourist* and *information desk employee* on the board. Elicit which sentences go in which column.
- Play the recording and ask Ss to follow in their books.
- Check Ss' answers and circle the phrases in the correct columns on the board. Rewrite incorrectly placed phrases in the right columns.

Answer Key

Tourist: I'm calling for some information; What are the opening hours?; How much does it cost to get in?

Information desk employee: How can I help you?; What would you like to know?; Can I help you with anything else?; Enjoy your visit to the museum!

3 Aim To present synonymous phrases

- Write the phrases from the task on the board. Ask Ss to read the dialogue again and suggest which sentences match those on the board.
- Elicit answers for each sentence on the board.
- Explain that there are often two or more ways of saying the same thing.
- Check Ss' answers.

Answer Key

What can I do for you? – How can I help you?

I'd like to ask you something else. – Just one more thing.

How do I drive there? – What is the best way to get there by car?

I hope you have a nice time here. – Enjoy your visit to the museum!

Pronunciation

4 Aim To pronounce /h/

- Draw Ss' attention to the words in the box.
- Play the recording with pauses so Ss have time to tick the boxes. Explain that a silent /h/ means that the pronunciation of the word starts with the second letter (e.g. *hour*, *honest*).
- Play the recording again so Ss can repeat each word individually or chorally.

Answer Key

	pronounced /h/	silent /h/
help	✓	
hour		✓
hotel	✓	
honest		✓
what		✓

Additional words:

hammer, helmet = pronounced /h/

rhino, where = silent /h/

Speaking

5 Aim To act out a dialogue

- Divide Ss into pairs and explain the task. Tell Ss that the dialogue should be about ad 1 from Ex. 1.
- Go through the plan and ask Ss to follow it in their dialogue.
- If they need extra help, refer Ss back to Ex. 2 and tell them to use the same format for their dialogue.
- Ask various Ss to act out their dialogue in class.

Suggested Answer Key

A: Good afternoon, Silverwood Theme Park. How may I help you?

B: Hello, I'm calling for some information.

A: Sure. What would you like to know?

B: Well, first of all, what are the opening hours?

A: We're open from 11 am to 7 pm, seven days a week.

B: Great. And how much does it cost to get in?

A: It's \$41.99 for adults and \$21.99 for children aged 3-7 years old.

B: OK. What is the best way to get there by car?

A: Just take Highway 95 from Coeur D'Alene, Idaho and you'll find us.

B: Highway 95?

- A: Yes. Can I help you with anything else?
 B: No. I think that's all. Thank you.
 A: You're welcome. Enjoy your visit to the park!

4e Eco-tourism

Vocabulary & Reading

- 1 a) **Aim** To present vocabulary and topic specific collocations

- Read the two lists of words aloud and explain the task. Allow Ss time to match the words from each list.
- Play the recording for Ss to check their answers.
- Ask Ss which of the collocations they can see in the pictures.

Answer Key

1 C 2 D 3 E 4 B 5 A

In the picture, I can see an underwater park, a coral reef, sea creatures and life-size sculptures.

- b) **Aim** To introduce the topic and predict the content of a text

- Explain that Ss should read only the title of the text and the words in the **Check these words** box.
- Allow Ss time to read.
- Elicit Ss' ideas about what they think the text is about.
- Play the recording and ask Ss to follow in their books.

Answer Key

The text is about an underwater park with sculptures.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

sculptures (n): statues
diving (part): swimming underwater
snorkelling (v): swimming with a snorkel
below the waves (phr): underneath the water
sea creatures (n): animals that live in the sea
share (v): to use the same space/object
underwater (adj): under the surface of the water
life-size sculptures (n): statues that are the same size and proportion as the real thing
cyclists (n): people who ride bikes
sculptor (n): a person who make sculptures
cast a statue (v): to make a statue
local people (n): people living in the local area
recognise (v): to be familiar with sth
encourage (v): to give support and persuade sb to do sth, or act in a certain way

think about (the environment) (v): to consider
pollution (n): poisoning of water (air or land)
damage (v): to harm
coral reefs (n): areas under the sea where coral grows
create statues (v): to make statues
cement (n): a hard material used to build houses, statues, etc.
attract (v): to draw close
grow (v): to live and increase in size and age
flippers (n): shoe-like footwear with long paddle extending from the toes which help with underwater swimming
stunning (adj): beautiful, amazing and visually attractive

BACKGROUND INFORMATION

Cancun is a city on the east coast of Mexico on the Yucatan Peninsula. It has a population of 705,000. It is a very popular tourist resort with lots of sandy beaches and beachfront hotels and is known as the Mexican Caribbean.

The Yucatán Peninsula is in the southeast of Mexico and it has the Caribbean Sea on one side and the Gulf of Mexico on the other. It contains the Mexican states of Yucatán, Campeche, Quintana Roo and part of Belize. It is in the Atlantic Hurricane Belt and often suffers as a result.

Jason deCaires Taylor is a sculptor who graduated from the London Institute of Arts in 1998. He has an English father and a Guyanese mother. He worked as a scuba diving instructor around the world before he started working on underwater sculpture projects. He created the world's first underwater sculpture park in Grenada, West Indies, in May 2006 and then went on to create the Museo Subacuático del Arte (MUSA) in Cancun, Mexico.

Coral is a living organism. It lives in a colony of large groups of polyps. Coral secretes calcium carbonate which makes a hard skeleton that we know as coral reef. Corals also have tentacles and stinging cells. They can use these to catch small fish and microscopic animals to eat, but for some corals their main food source is algae. Some, like those in the Great Barrier Reef in Australia, prefer sunlight and clear shallow water and develop in tropical waters. Other corals, like those in Alaska, live in deeper, colder water.

- 2 **Aim** To read for specific information

- Explain the task to Ss and tell them that they should pick the most relevant answer depending on what is written in the text.
- Allow Ss plenty of time to read the text again carefully and complete the task.
- Elicit answers from various Ss in the class and ask them to give evidence from the text to reinforce their choice. Check Ss' answers.

Answer Key

1 B (lines 6-7)

3 B (lines 10-14)

2 A (lines 8-9)

4 B (lines 17-19)

BACKGROUND INFORMATION

Coral Reefs

Coral reefs are structures of corals underwater. Most reefs are made up of stony corals which have a hard outer layer which protects them and gives them strength and structure.

Coral reefs are home to 25% of all sea creatures including fish and sea sponges and are an important part of our eco-system.

Coral reefs can be found in areas all over the world. The Pacific Ocean, with its shallow, warm and clear water, has the ideal conditions for coral reefs. Coral needs few nutrients to survive.

Today, coral reefs are under threat from pollution, fishing and climate change due to their sensitivity to water temperature.

3 **Aim** To consolidate and practise new vocabulary in context

- Explain the task to Ss and tell them that they are to use only words from the **Check these words** box.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.

Answer Key

- | | | |
|----------------|-----------------|--------------|
| 1 sculptures | 4 damage | 7 grow |
| 2 flippers | 5 attract | 8 Pollution, |
| 3 local people | 6 sea creatures | environment |

4 **Aim** To practise opposites

- Read the list of words aloud and explain that the words have opposites that can be found in bold in the text.
- Explain the term 'opposites', if necessary, using simple pairs *good/bad, happy/sad*.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|------------|------------|
| 1 encourage | 5 below | 9 put on |
| 2 beautiful | 6 near | 10 damaged |
| 3 attracts | 7 damaging | |
| 4 bottom | 8 largest | |

Grammar

5 **Aim** To present *might – may – could – will probably – will definitely*

- Read out the grammar box.

- Explain *might* as meaning there is a slight possibility and that it is just possible. Use the example from the box to demonstrate its use in a sentence structure.
- Explain that *may* is about possibility and that it is used to say that something has a possibility of happening. Use the example to demonstrate. Explain that both *may* and *might* are modals we use when we are uncertain of what will happen.
- Explain that *could* also relates to possibility (e.g. *I could go to the park if I finish my homework*.)
- Explain that *probably* means that something is likely, or that there's a good chance of something happening. Tell Ss that it expresses more certainty than *may, might* and *could*.
- Explain that *definitely* means that something is sure to happen.
- Ask Ss to find examples in the text.

Answer Key

might: ... *might not believe their eyes, ... so divers might even see someone ...*

(will) probably: ... *you probably won't be able ...*

6 **Aim** To practise *might – may – could – will probably – will definitely*

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Check Ss' answers.

Answer Key

- The underwater park **could** attract 750,000 visitors per year.
- We **may** go snorkelling this afternoon.
- Coral **will probably** grow on the sculptures in the underwater park soon.
- We **might** swim to the park today.
- We'll **definitely** go to Cancun next weekend.

Speaking & Writing

7 a) **Aim** To summarise points from a text

- Ask Ss to think of two reasons why someone should visit the underwater park.
- Allow Ss time to re-read the text.
- Elicit answers from Ss around the class and write their suggestions on the board.
- Ask Ss to vote on which two reasons are the best.

Suggested Answer Key

Reason 1: You should visit this park because it is the largest underwater sculpture park in the world.

Reason 2: You should visit this park because you will get to see a very clever way in which people are trying to conserve coral reefs.

b) **Aim** To consolidate information from the text

- Ask Ss why the park is important.
- Ask them to write a few sentences
- Allow Ss time to complete the task.
- Ask individual Ss to tell the class.

Suggested Answer Key

The park is important because it protects sea life. It attracts sea creatures and encourages coral to grow on the statues. It also encourages people to think about the environment.

8 **Aim** To write an email to a friend about a holiday

- Explain the task. Elicit that Ss should write in informal style.
- Remind Ss to write about the underwater park and to include where they are going, how they are going to get there and what they will probably see there.
- Allow Ss time to complete the task.
- Ask Ss to read their emails to their partners.

Suggested Answer Key

Dear Alex,
Guess what! I am in Cancun, Mexico. It's amazing here. Tomorrow, I am going to visit the world's largest underwater sculpture park! I'll put on some snorkelling gear and swim out to an underwater park full of life-size statues. There are hundreds of sculptures of people and animals. The sculptor made the statues to attract sea creatures and encourage coral to grow on them. I'll definitely have a great time. I can't wait!
See you,
Sam

4f Attractions

Vocabulary

1 **Aim** To present vocabulary for places in a city

- Direct Ss' attention to the pictures and play the recording.
- Ss listen and repeat chorally or individually. Pay attention to Ss' intonation.
- Read out the example and then ask various Ss around the class to say similar sentences about which features are in their town/city.

Suggested Answer Key

In my city there is a large zoo and a huge market. There are peaceful gardens and cosy restaurants. There are traditional houses but there aren't any tall skyscrapers. There isn't a long bridge either.

Reading & Listening

2 a) **Aim** To introduce the topic, predict the content of a text and read for specific information

- Elicit what, if anything, Ss know about Sydney.
- Then elicit a variety of questions from Ss around the class and write the three best ones on the board. Ss copy the questions into their notebooks.
- Ask Ss to read the text and see if they can answer them.

Suggested Answer Key

- 1 *What can you do in Sydney?*
You can take a ferry across the harbour, visit the Sydney Opera House, go shopping, visit the zoo and the Chinese Garden.
- 2 *What can you see in Sydney?*
You can see the Harbour Bridge and the Sydney Opera House.
- 3 *Where can you eat in Sydney?*
You can eat at one of Sydney's many seafood restaurants.

b) **Aim** To read for general comprehension

- Explain the task and ask Ss to read the headings and then give them time to read the text again.
- Ss complete the task. Ask Ss to justify their answers.
- Check Ss' answers.

Answer Key

- 1 F (take a Harbour Highlights Cruise)
 - 2 A (discover the stars, identify stars, why the moon is ...)
 - 3 B (home to 2,600 animals ..., opportunity to see animals such as tigers, giraffes ..., get a feel for the jungle)
 - 4 C (treasure hunt, real Captain Jack Sparrow, treasure chest of goodies)
 - 5 E (in love with the water, feel like doing some water sports, surfing, head down to surfer's paradise, good surf schools, enjoy the thrill of surfing)
- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look up their meanings in their dictionaries.

Suggested Answer Key

cosmopolitan (adj): sophisticated and open-minded
atmosphere (n): general impression you get of a place

splendours (n pl): beautiful and impressive features
cultural (adj): related to the arts
historic (adj): important in history
majestic (adj): beautiful and impressive
treasure hunt (n): search for valuable old objects that are hidden or lost
goodies (n pl): pleasant or attractive things
spirit (n): attitude
paradise (n): perfect place

3 **Aim** To consolidate new vocabulary

Give Ss time to complete the collocations and then check Ss' answers around the class.

Answer Key

- | | | |
|------------|------------|------------|
| 1 pleasant | 3 heritage | 5 historic |
| 2 school | 4 treasure | 6 water |

4 **Aim** To consolidate information in a text

- Explain the task.
- Play the recording. Ss listen and follow the text in their books.
- Give Ss a three-minute time limit to write their sentences then tell their partners.
- Check Ss' answers around the class.

Suggested Answer Key

You should visit Sydney because it is a beautiful city with lots to offer. You can visit the famous Sydney Opera House. You can go visit the observatory and find out about the stars and moon. You can also visit Taronga Zoo which is one of the largest zoos in the world.

Grammar

5 **Aim** To revise a/an – the

- Ask Ss to read the theory and elicit further examples from Ss around the class. Ask Ss to look at the **Grammar Reference section** for more details.
- Give Ss time to complete the sentences, then check Ss' answers.

Answer Key

- | | | |
|-----------|----------------|-----------|
| 1 a, – | 4 a, –, the | 7 –, –, – |
| 2 the, – | 5 The, an, the | |
| 3 a, –, – | 6 A, the | |

6 **Aim** To practise a/an – the

Give Ss time to complete the text and then check Ss' answers around the class.

Answer Key

- | | | | |
|-------|-------|-------|--------|
| 1 a | 4 the | 7 a | 10 the |
| 2 – | 5 the | 8 the | |
| 3 The | 6 the | 9 a | |

7 **Aim** To present relatives

- Ask Ss to read the theory and draw their attention to the relatives in bold and elicit what we use each one to refer to (*who/that – people, which/that – things, where – places, whose – possession*).
- Give Ss time to complete the rules and then check Ss' answers around the class.

Answer Key

- | | |
|------------|--------------|
| 1 who/that | 3 which/that |
| 2 where | 4 whose |

8 **Aim** To practise relatives

- Give Ss time to complete the task referring back to the theory box if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|---------|---------|---------|
| 1 which | 4 who | 7 where |
| 2 whose | 5 which | 8 which |
| 3 where | 6 who | |

9 **Aim** To practise relatives using personal examples

- Give Ss time to complete the task using personal examples.
- Ask various Ss around the class to read out their answers.

Suggested Answer Key

- I like people who are honest.
- I prefer restaurants which serve seafood.
- I like watching documentaries which are about nature.
- I can't stand people who are rude.
- I love reading books which are about magic.

4g Skills

Vocabulary

1 a) **Aim** To present vocabulary about holiday problems

- Read through the list of holiday problems aloud and ask Ss to follow in their books.
- Explain the matching task and allow Ss time to complete it.
- Elicit answers from Ss around the class.
- Play the recording for Ss to check their answers.

Answer Key

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

- b) **Aim** To practise the pronunciation and intonation of statements about holiday problems

Play the recording again with pauses for Ss to repeat individually or chorally. Remind them to pay attention to the intonation.

Listening

- 2 a) **Aim** To predict content

- Read the **Study Skills** box aloud.
- Direct Ss' attention to the list of problems (A-E).
- Explain that thinking about words that they expect to hear can help them identify a spoken text and can make listening exercises easier.
- Ask Ss what words they expect to hear on the recording related to the problems.
- Write the problems (A-H) on the board and the expected words under each problem.

Suggested Answer Key

Expected words

A: late, miss flight, etc

B: bad food, sick, food poisoning, etc

C: rain, no sun, cold, etc

D: rubbish, litter, dirty beach, sunburnt, small room, etc

E: lost, suitcases missing, steal passport, steal/rob, out of money, etc

- b) **Aim** To listen for gist

- Play the recording and allow Ss time to match the speakers and problems.
- Check Ss' answers. Play the recording again with pauses so that Ss focus on the words related to each problem.

Answer Key

1 A 2 C 3 E 4 D

Speaking

- 3 a) **Aim** To listen for specific information

- Explain the task and draw Ss' attention to the dialogue.
- Play the recording and ask Ss to follow in their books.
- Ask various Ss what they think the problem is.
- Play the recording again. Check Ss' answers.

Answer Key

Anna's problem is that someone stole all her money.

- b) **Aim** To act out a dialogue

- Explain the task. Remind Ss to use the problems from Ex. 1 and sentences from the table.
- Divide Ss into pairs and allow Ss time to prepare a dialogue. Monitor the activity and provide help if necessary.
- Ask various pairs to act out their dialogues in class.

Suggested Answer Key

A: Hi Elaine, it's Samantha!

B: Hi Sam! How are you? Are you enjoying yourself in New York?

A: Yes, but listen to this! The airline lost our luggage.

B: Really? Oh dear!

A: We had to spend two whole days without any of our things!

B: Oh, that's terrible!

- 4 **Aim** To write about a holiday problem

- Explain the task and allow Ss time to think about a problem they had on holiday and write a few sentences about it.
- Ask various Ss to read their sentences aloud in class.

Suggested Answer Key

When I went on holiday to Spain last year, I got really badly sunburnt on my second day. I had to spend an afternoon in hospital and I wasn't allowed to go out in the sun for the rest of my holiday!

4h Writing

- 1 **Aim** To understand the structure of a letter

- Explain the task and allow Ss time to match the paragraphs with the descriptions.
- Elicit answers from Ss around the class.
- Check Ss' answers.

Answer Key

A 2 B 1 C 4 D 3

- 2 a) **Aim** To learn the use of adjectives

- Read out the **Writing Tip**.
- Point out that adjectives like *good*, *bad* and *nice* are not very interesting in writing texts whereas words like *awful*, *delicious* and *great* can make a text more interesting.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

hotel: luxurious
weather: cloudy

fish: colourful
villages: lovely quiet fishing

b) **Aim** To practice using adjectives

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

Answer Key

A bad – **awful**, nice – **brilliant**, good – **exciting**,
nice – **delicious**

B nice – **beautiful**, bad – **crowded**, good – **interesting**

3 **Aim** To identify opening/closing remarks

- Draw Ss' attention to the sentences and ask Ss to comment on whether each sentence is an opening or closing remark.
- Allow time for Ss to complete the task alone.

Answer Key

1 O 2 C 3 C 4 O 5 O 6 C

BACKGROUND INFORMATION

St Lucia is an island in the Caribbean. It is also a country and the capital city is Castries. It is 616 km² in size and 173,000 people live there. It is a very exclusive tourist resort and the people speak English.

4 **Aim** To write a letter about your holiday

- Explain the task and tell Ss that they should imagine they are on holiday and they should write a letter to a friend about it.
- Ask Ss to write 80-100 words and include a bad experience.
- Draw Ss' attention to the plan and ask them to use the same layout in their letters.
- Remind Ss that they can use Steven's letter as a model.
- Elicit various ideas as to activities and bad experiences one can have while on holiday.
- Write these phrases/sentences on the board for Ss to use in their letters. Ask Ss to copy them in their notebooks.

Useful phrases for informal letters about holidays

I'm having a great time.

Greetings from ...

The weather is perfect/great/awful, etc.

We're staying in a hotel/cottage/on a yacht, etc.

We swam/went sightseeing/went trekking/went surfing, etc.

Today we are going to the museum/aquarium/gallery/ on a tour round the island, etc.

The only bad thing is I got sunburnt/hotel is crowded/ someone stole my camera, etc.

See you soon/next week.

- Allow Ss time to complete the task.
- Ask various Ss to read their letters in class.

Suggested Answer Key

Dear Charlotte,

How are you? I'm having a great time here in Paris! We're staying in the city centre. The hotel room is very small but the weather is amazing!

Yesterday, we walked along the River Seine and visited Notre Dame. Unfortunately, it was very sunny outside and I got sunburnt on my shoulders. Today, we're going to climb the Eiffel Tower. Later, we are going to the Champs Elysees to do some shopping.

Tomorrow, we're going to visit the Louvre. It's full of paintings and statues and I'm really looking forward to seeing the Mona Lisa.

Well, I must go now. We're meeting some friends for lunch. See you next week.

Love,

Elena

4i Curricular: Citizenship

1 a) **Aim** To introduce the topic

- Ask Ss to read the dictionary definition.
- Ask Ss what they think a responsible camper is. Allow Ss time to read the introduction and check.

Suggested Answer Key

I think a responsible camper is someone who cares about the place where they are camping, and makes sure they protect the environment and keep themselves safe.

b) **Aim** To predict the topic of a text

- Ask Ss to think about what the term 'responsible camper' means to them. Ask Ss what they think responsible campers do and don't do.

- Write *Do* and *Don't* do in two columns on the board and put Ss' answers in the relevant column. *Do*: have the right equipment, check the weather forecast, boil water from streams, be careful with food, keep water near a campfire, etc. *Don't*: camp in bad weather, eat wild fruits or berries, go near wild animals, etc.
- Play the recording and ask Ss to follow in their books.

Suggested Answer Key

Responsible camping includes having the right emergency equipment with you, postponing your trip if the weather is bad, boiling water from streams before drinking it and keeping water next to a campfire. A responsible camper doesn't eat wild fruits and berries and doesn't feed pat or go near wild animals.

2 **Aim** To read for specific information

- Explain the task. Allow Ss time to read the text again and complete the task.
- Elicit answers from Ss around the class and correct any mistakes.
- Explain/Elicit the meaning of words in the **Check these words** box. Ask Ss to identify what part of speech each is.

Answer Key

- 1 make sure you have the right equipment and check the weather forecast
- 2 bottled water or boiled water from streams
- 3 because summer heat can quickly spoil food
- 4 pour water over it and cover it with soil
- 5 put it in sealed bags

Suggested Answer Key

explore (v): to travel around to see what somewhere is like

dangers (n pl): things or people that can harm you

protect (v): to prevent from being damaged

safe (adj): unharmed

prepare (v): to get ready

emergency equipment (phr): things helpful to use in unexpected or dangerous situations such as an accident

compass (n): an instrument used for finding directions

forecast (v): a statement of what will happen in the future

postpone (v): to delay an event to take place at a later time

hassle (n): difficult situation that involves problems

stream (n): small narrow river

seal (v): to cover in order to prevent air, liquid or other material getting in or out

spoil (v): to be no longer good to eat

put out (phr v): stop (a fire, flame etc) burning

leave alone (phr): not bother

leftovers (n pl): food that's not been eaten after a meal

3 **Aim** To practise new vocabulary in context

- Explain the task and tell Ss to use words only from the **Check these words** box.

- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-------------|---------|
| 1 prepares | 3 emergency | 5 alone |
| 2 forecast | 4 put out | |

4 **Aim** To personalise the topic

- Ask Ss to think about whether they are responsible campers. Remind them of some of the key points of responsible camping. Ss can use the *Do/Don't* table.
- Allow Ss time to write a few sentences.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I think that I'm a responsible camper because I try to be prepared when I go camping. I always check the weather forecast when I go, for instance. Also, I take bottles of water with me and canned food and of course I never eat any wild fruits or berries. Once, when I went camping with some friends, we built a campfire but we built it far away from our tent and any trees or bushes and we put it out properly by pouring water on it and then covering it with soil. We didn't see any wild animals that time, but if I saw any while camping in the future I would leave them alone!

5 **Aim** To research and present further ideas about the topic

- Explain that there is more to learn about responsible camping and tell Ss that they should use the Internet to gather more information and type the key phrase in the search bar.
- Allow Ss time to research the topic and make notes about what they find.
- Ask Ss to present their ideas in class.

Suggested Answer Key

Other ways in which people can be responsible campers:

- Put all your litter in a bin or take it home with you.
- Never pick any flowers or plants or take any rocks or other things home with you; leave them for others to enjoy.
- Respect the peace and quiet of other campers by not shouting or playing loud music.
- Never use detergents, soap or toothpaste in any water source as they may harm fish and other wildlife.

Language Review 4

- | | | | | |
|-----|-----|-----|-----|------|
| 1 I | 3 F | 5 A | 7 J | 9 G |
| 2 C | 4 B | 6 D | 8 E | 10 H |

- | | | |
|--------------|--------------|-----------|
| 2 1 swimming | 5 coral | 9 quad |
| 2 stunning | 6 true | 10 forest |
| 3 sea | 7 water | |
| 4 grizzly | 8 endangered | |

- 3 1 in 3 of 5 of 7 to
2 on 4 from 6 with
- 4 1 miss 3 lost 5 takes 7 stay
2 view 4 trip 6 tour

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

He spent the whole morning **lying on the beach**; he didn't want to swim.

They decided to **go on a safari** to Africa to see the wildlife there.

Rangers at Sherwood Forest teach visitors how to **identify trees**.

I'm going to **take the plunge** and learn how to scuba dive.

Put the **leftovers** in a plastic container and we will eat them tomorrow.

There were **spectacular views** over the valley.

There are **hot springs** in Yellowstone National Park.

Scientists think the Yellowstone volcano will **erupt** again, destroying the western US.

The **opening hours** are 8 am to 6 pm, 7 days a week.

Make sure you take **emergency equipment** such as a compass, a first aid kit and a whistle when you go camping.

Go to Sherwood Forest and you'll have **the time of your life**; you won't regret it.

I got stuck in traffic and **missed my flight** to Paris.

We went **sightseeing** around the area and got some great photographs.

We'll volunteer to **clean the dirty beach**.

I can't afford to stay in a **luxurious hotel**.

We'll **take a tour** of the city to see the sights.

Quiz

Answer Key

- 1 Australia.
- 2 2,600 animals including tigers, giraffes, turtles, koalas and tasmanian devils.
- 3 In Krasnaya Polyana.
- 4 Every 90 minutes.

- 5 In Sherwood forest.
- 6 Wyoming, Montana and Idaho.
- 7 400.
- 8 About 640,000 years ago.

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 4 and select information to compile their quiz. Ask groups to exchange quizzes, do them, then check their answers.

Suggested Answer Key

Quiz

- 1 How should you put out a campfire? (pour water on it and cover it with soil)
- 2 How many rides are there at Silverwood Theme Park? (65)
- 3 What should you do before drinking water from a stream? (boil it)
- 4 What's the name of the geyser in Yellowstone National Park? (Old Faithful)
- 5 Where is the Dinosaur Museum? (Wyoming)
- 6 What is Jason de Caires Taylor's job? (He's a sculptor.)
- 7 Where is Caires Taylor's underwater sculpture park? (In Cancun, Mexico)
- 8 Where is St Lucia? (In the Caribbean)

Skills 4

Reading

- 1 a) **Aim** To introduce a type of reading task

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to look at the questions and elicit what each one asks for.

Answer Key

- 1 grammar structure 2 lexical item

- b) **Aim** To practise answering multiple choice cloze questions

- Elicit the answers for each question from various Ss around the class.
- Tell Ss the underlined words will help them choose the answer.

Answer Key

- 1 B 2 C

- 2 a) **Aim** To prepare for a reading task

Read the rubric aloud and then give Ss time to read the text quickly for gist.

b) **Aim** To read for lexis-grammatical structure

- Give Ss time to read the text again sentence by sentence and complete the task.
- Check Ss' answers.

Answer Key

1 D 2 B 3 D 4 C 5 A 6 A

Speaking

3 **Aim** To make a decision with a partner

- Read the rubric aloud, explaining/eliciting the meaning of any unknown words, then ask Ss what questions they might ask the travel agent. Write them on the board.
- Ask Ss to take the roles of the customer and the travel agent and act out their conversation. Remind Ss that they must cover all three points in the rubric and make a decision at the end of the conversation.
- Monitor the activity around the class.

Suggested Answer Key

Customer: So what type of accommodation is available at the holiday village?

Travel agent: Well, there are different types of self-catering flats; one sleeps two and the other sleeps up to five people. There are also caravans which are a lot cheaper.

Customer: Oh, really? That's good for us because we want to book something that's reasonably priced. Now, my parents and I really enjoy water sports and swimming. What types of activities are available at the village?

Travel agent: There are actually over 100 different indoor and outdoor activities, including quite a few water sports. There are two Olympic-sized pools, one indoor and one outdoor, including a wave machine and slide, and a huge lake where you can sail, wind-surf, canoe and try other water sports.

Customer: Right. That sounds like fun. Now what about equipment? Do you have to bring any of your own?

Travel agent: No, the village has very good equipment such as windsurfers and scuba diving equipment and its use is all included in the price of the holiday.

Customer: That's great. Lastly, can you tell me how much a week at the village costs if you stay in a caravan?

Travel agent: Certainly. For a week in a caravan that sleeps up to four and access to all the activities at the village, it's £460 per person.

Customer: OK, that's OK. I think I'd like to book, please.

Travel agent: OK, great.

Listening

4 a) **Aim** To listen for specific information

- Ask Ss to re-read the rubric and explain the task.
- Ask Ss to read the holiday types A-E.
- Play the recording. Ss listen and match the people to the holidays.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 E 5 B

b) **Aim** To listen for detailed comprehension

- Ask Ss to read questions a-e then play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

a 3 b 1 c 4 d 2 e 4

Writing

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

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the rubric and then elicit what sort of language it asks for (e.g. *Would you like to come ...?*).
- Give Ss time to think of a few phrases and then compare with their partner.
- Check Ss' answers around the class.

Suggested Answer Key

We are going ... Would you like to come ...? My family ...

We could go skiing/snowboarding, etc.

You should bring ... You will need ...

6 **Aim** To write a letter of invitation

- Go through the rubric with Ss. Elicit phrases related to *inviting*, *making suggestions* and write them on the board.

Useful phrases for inviting/making suggestions

Inviting

*I'd really like you to come.
Why don't you come?
It would be great if you
could come.*

Making suggestions

*We can/could go ...
Let's go ...
What about ...?
How about ...?*

- Elicit ideas for each bullet point and write them on the board under these headings.
DATE: next month, next weekend, etc.
LENGTH OF STAY: a week, four days, etc.
OUTDOOR ACTIVITIES: skiing, snowboarding, sledging, etc.
CLOTHES: ski jacket, heavy clothes, gloves, waterproof trousers, etc.
- Check Ss' answers.
- Give Ss time to complete the task using their answers and the plan provided.
- Remind Ss to include each of the bulleted points.
- Check Ss' answers.

Suggested Answer Key

Dear Lisa,

How are you? I'm excited right now because my family and I are planning a winter holiday in our mountain cabin from 1st-15th December. It's near a really nice ski resort and I'd really like you to come.

There will be me, my parents and my brother, Hans, staying in the cabin, but there is plenty of room for you. We can go skiing, snowboarding and sledging. It'll be great fun!

You'll need to bring warm clothes, a ski jacket, waterproof trousers, a hat and gloves. The flight costs around £250 with Swiss Airlines. I really hope you'll come. Write back soon and let me know.

Love,

Heidi

Russia 4

Reading & Listening

1 **Aim** To introduce the topic of the text

- Ask Ss to try to answer the questions.
- Play the recording. Ss listen and follow the text in their books. Ask Ss if the text answers the questions, and if so, what the answers are.

Answer Key

Krasnaya Polyana is the most modern ski and snowboard resort in Russia. It's famous for its skiing pistes and its after-ski cafés.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

resort (n): a place where lots of people go on holiday

accessible (adj): easy to get to

piste (n): ski slope

cosy (adj): comfortable and warm

adventurous (adj): eager to visit new places and have new experiences

snowfield (n): a large area that is always covered in snow

local (n): person who lives in a certain area

safe (adj): not dangerous

2 **Aim** To read for specific information

- Ask Ss to read the text again and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

Suggested Answer Key

- | | |
|------------------------|----------------------------|
| 1 (Russian) ski resort | 4 and cosy/after-ski cafés |
| 2 Sochi | 5 go by/get/catch |
| 3 a/the train | a helicopter |

Speaking & writing

3 **Aim** To present information in a text from notes in a table

- Write the table on the board and give Ss time to prepare their answers. Elicit Ss' notes and write them under the headings.
- Choose various Ss to present the resort to the class using their notes.

Suggested Answer Key

Name of resort: Krasnaya Polyana

Famous for: skiing pistes and cosy after-ski cafés

Location: 45km from summer resort of Sochi on Black Sea coast at height of 600m

How to get there: by plane or train

What there is: different pistes for beginners up to expert skiers or snowboarders, snowfields up to 4,000 metres high

What to do: skiing or snowboarding, relax in after-ski cafés

Krasnaya Polyana is famous for its skiing pistes and cosy after-ski cafés. It's 45km from the summer resort of Sochi on the Black Sea coast at a height of 600 metres. You can get there easily by plane or by train. There are different pistes there for beginners right up to expert skiers or snowboarders and even snowfields up to 4,000 metres high! It's great there. You can go skiing or snowboarding and relax in after-ski cafés.

4 **Aim** To write a paragraph about another ski resort

- Ask Ss to work in small groups and collect information from the Internet.
- Allow Ss time to collect their information and write their paragraph.
- Allow Ss time to present their information in class.

Suggested Answer Key

Feldberg in The Black Forest is Germany's biggest ski resort close to the Alps. It is about 2 hours from Stuttgart or Heidelberg. There are 14 ski lifts there and over 50km of alpine trails. It's a very good place for beginners but there are also some expert pistes, too. It's quite cheap there and there are some good restaurants to eat in. It's also very beautiful with tall pine trees on the slopes.