

# 8

# Getting away from it all

## Unit profile

**Vocabulary:** Holidays

**Reading:** *Pack and GO!*

**Grammar:** Future (1): plans and intentions

**Vocabulary:** Phrasal verbs: travel

**Listening:** Working holidays

**Speaking:** Discussing a problem

## Warmer

- 1 Put students into teams of five or six. Write these sentences on the board for each team to decide whether they are correct or not. Students should correct the incorrect ones (see brackets).
  - 1 *They have gone to America last year. (went)*
  - 2 *Have you been to Brazil? (correct)*
  - 3 *Did you ever go to Italy? (Have you ever been)*
  - 4 *I went to Russia since two weeks. (for)*
  - 5 *I went to Greece every year since I was five. (have been)*
- 2 Ask students to read out their corrections and award one point for every correct one. The winning team is the one with the most points. If more than one team has the highest score, read the following sentence out loud as the tie-breaker:
 

*I have loved Japan for since I went there two years ago. (ever since)*

The first team to correct it is the winner.

## Your profile

Put students into pairs to discuss the questions. When feeding back on the first question, ask them to describe why it is their dream destination. For the second question, elicit the advantages and disadvantages of holidays with parents, e.g. *less freedom, more money to spend*. Tell students to raise their hands if they have been on holiday without their parents, would like to go on holiday without their parents, wouldn't like to go on holiday without their parents, and discuss reasons why as a class.

## VOCABULARY Holidays

- 1 Put students into pairs to describe what they can see in the photos. Then tell them to do the matching exercise individually. Check answers and clarify the meaning of the words in bold by asking questions, e.g. *Which one involves walking on a long journey? (trekking)*. You may need to explain *tan* (*having darker skin because you have been in the sun*), *yacht* (*a large boat with sails, used for pleasure*), and *chill out* (*relax completely*).

## Answers

(from top) photographing the sights, hiring a jet ski, chilling out, cruising on a yacht, going trekking

- 2 Ask students to do the quiz individually before comparing their answers with a partner. Tell pairs to decide if they would make good holiday companions and why / why not. Nominate two or three pairs to share their ideas with the class.
- 3 Ask students to check their results on page 120. Put them into pairs to discuss whether they agree with the analysis or not. Find out if anyone strongly disagrees with the analysis and why.
- 4 Ask students to complete the sentences with words from exercise 1. Tell them that they might need to change the form of some of the words. Check answers.

## Mixed ability

Ask stronger students to complete the gaps using any grammatically-correct language before doing the exercise in the book. This will give them practice in manipulating language and thinking creatively. You could find out who can come up with the funniest sentence. Elicit some examples after checking answers to exercise 4.

## Fast finishers

Ask fast finishers to use the expressions from exercise 1 that are not used in here to write other sentences about holidays. After checking answers to exercise 4, get them to share their sentences with the class.

## Answers

- 1 hiring, try, out    2 go trekking
- 3 get a tan, stay up all night, chill out
- 4 cruising on a yacht, wander around, photograph the sights

- 5 Put students into groups of three or four to discuss the questions. Some students might find question two quite broad, but tell them any relevant ideas are fine. You could suggest activities that they might not easily be able to do in your country. Obviously, these will vary, but may include skiing, driving on sand dunes, scuba diving, etc. You may also need to prepare some ideas for question four, depending on how well they know New York. This could be done by displaying photos of some famous landmarks, e.g. Central Park, the Statue of Liberty, the Empire State Building, Times Square, Grand Central Station. Elicit some ideas for each question from different groups.

## Cultural background

**New York City** is the most populous city in the USA. It is home to the United Nations, and has a strong influence on business, finance, art and fashion. It has been called the most photographed city in the world. Some of its landmarks include Central Park (the first major landscaped park in the USA, created in the 1850s), the Statue of Liberty (a gift from France in 1886), the Empire State Building (once the tallest building in the world), Times Square (famous for its New Year celebrations), and Grand Central Station (described as one of the most attractive stations in the world).

## READING

**1** Put students into pairs to describe what they can see in the pictures. Elicit a description for each one from different pairs and help with any unknown vocabulary. Ask students what type of trip each person might be going on, and where they may be going. Then ask them to guess what other things each person might be going to take.

**2** Ask students to read the texts to confirm their answers, before checking as a class.

### Answers

- Jake** light backpack, protein bars, high-energy snacks, aluminium water bottles, first-aid kit, bandages, antiseptic cream, something warm, shampoos and creams in a sealed plastic bag
- Frances** as few clothes as possible, trainers, lightweight sandals, old phone
- Alex** LED head-torch, sunglasses in a hard case, airline-style eye mask, ear plugs, anti-bacterial hand gel, locks for backpack zips, travel belt

**3** Ask students to read the advice and explain any difficult words to the class, e.g. *thick* (the opposite of *thin*), *security* (safety), *spill* (fall out of something), *back up* (copy). In feedback, encourage them to explain and justify their choices.

### Mixed ability

Put weaker students into pairs for exercise 3. Ask them to answer four of the questions each before sharing their answers.

## Answers

- Frances – Thinking about it, I probably won't take jeans either – they're heavy and hot.
- Alex – Backpack zips with locks are a good idea, and a travel belt for storing your passport and travel documents under your shirt is essential.
- Frances – The most important advice for any backpacker is **PACK LIGHT**.
- Jake – Leave space for a first-aid kit.
- Jake – Last but not least, put shampoos and creams inside a sealed plastic bag and pack it on the outside of your luggage.
- Frances – I'm definitely not going to take any pale clothes – they always get dirty.
- Alex – You should also scan all your important documents and keep a record of emergency phone numbers online.
- Frances – Before I start, I roll all of my clothes – if you do that, they look better when you take them out a week later!

**4** Give students a few seconds to find the words and to raise their hands when they have done so. Check answers as a class once the first two or three hands go up.

### Extension activity

Ask students to think of a particular place but not to say where it is. Tell them to write three sentences using *key*, *essential* and *vital* to describe three things people should take to this place, using words from exercise 1. Students should then read their sentences to their partner, who should try to guess the place. Listen to one or two in open class. You could follow up by getting them to choose the three most important items to take to their dream destination.

### Answers

key, essential, vital

## Talking points

Put students into small groups to discuss the questions. You could also ask them to think about the three destinations mentioned in the text and to tell their partner which place they would like to go to and why. Share ideas as a class.

## EP Word profile

Ask students to write a follow-up sentence to each phrase with *last* to help explain the meaning, e.g. ... *but last year was much easier*; ... *that arrived the day we were leaving*; *It can really spoil your holiday*. Set the exercises on page 124. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

### Answers

- 1 the last thing you need/want    2 last but not least
- 3 the (week, month, year) before last    4 last-minute, the last minute
- 2 Students' own answers.

## Cooler

- Put students into small groups. Tell them that you are going to read out a number of sentences to describe a place. After each sentence students should try to guess the place. Once a team guesses incorrectly, they are out of the game. Read the following sentences and pause after each one for students to guess.

- Temperatures range from -4 to 24 degrees Celsius over the year.*
- It's on a large river.*
- It was founded by the Romans.*
- Over seven million people live there.*
- It is one of the most expensive cities in the world.*
- English is the main language spoken there.*

### Answer

London

- Ask students to write similar sentences to describe another place. Put them into small groups. Tell them to read their sentences out loud for the others in their group to guess the place. Get groups to share any challenging descriptions as a class.

## GRAMMAR Future (1): plans and intentions

- Books closed. Tell students to write down four sentences: one describing something in their school timetable, e.g. *I have maths on Monday morning*; one a definite arrangement they have this week, e.g. *I'm playing football on Saturday morning*; one for a plan they have, e.g. *I'm going to visit my grandparents* and, if possible, one for a decision they make as they are doing this task, e.g. *I think I'll eat pasta for lunch*. Books open. Ask students to look at their sentences and to compare whether they have used the same four verb structures as in the examples. Tell them to read the examples and complete the rules. Check answers. As a follow-up, get students to correct the grammar where necessary in their four sentences.

→ Grammar reference Student's Book page 145

### Answers

- 1 present simple 2 present continuous 3 going to 4 will

- Ask students to complete this exercise individually before comparing answers with a partner. Check answers. You could also get them to write their own future sentences using the adverbs.

### Answers

- 1 I probably won't 2 I'm certainly not 3 I'll definitely call  
4 I'm probably going

- Monitor and help as students complete the email. Check answers, encouraging stronger students to explain why their chosen answer is correct. When there is more than one possible answer, elicit how the meaning is changed.

### Answers

- leaves
- are studying (arrangement) / are going to study (plan) / study / will be studying (scheduled event)
- we'll probably wait
- are going to go (plan) / are going (arrangement)
- are you going (arrangement) / are you going to go (plan)
- 'm not going to bring
- 'll definitely need
- 'm going to do (plan) / I'll do (decided while writing)

- Set the questions as a small group discussion. When feeding back, focus on the verb form the students are using and correct any errors. This could be done on the board to further highlight and explain the different uses. Watch out for students overusing *will* when speaking about the future.

## Corpus challenge

Ask students to write down something they plan to do tonight. Elicit one or two sentences and check the grammatical structure used. In this sentence we need to using *going to* for a plan.

### Answer

Tonight I am going to the cinema with my friends.

## VOCABULARY Phrasal verbs: travel

- Ask students to read the examples and to match them to the definitions a-i.

### Fast finishers

Ask fast finishers to write their own sentences using each of the phrasal verbs, and elicit these as you check answers to exercise 1.

### Answers

- 1 i 2 b 3 h 4 a 5 g 6 d 7 c 8 f 9 e

- Ask students to read the text without trying to complete the gaps and to find the three cities that are mentioned (*Marrakesh*, *Fes* and *Casablanca*). Do the first gap as an example before setting the rest of the exercise as individual work. Weaker students can work in pairs. Highlight that they will need to use different forms of the verbs. Check answers.

### Extension activity

Tell students to think of their dream destination and to write a sentence on a sheet of paper saying where the place is. Ask them to then write a second sentence using one of the phrasal verbs in exercise 2. Students should pass the sheet to their left and their partner should add a sentence using another phrasal verb. They should keep adding sentences with a phrasal verb and passing the sheet to their left. When students cannot add a sentence, they should go back to the person who started it and ask a question using a phrasal verb to help them write a sentence.

### Answers

- 1 get away 2 staying over 3 seeing; off 4 check in  
5 take; around 6 are going to check out 7 stop over  
8 get around 9 look around


- 3 Put students into pairs to discuss the questions. Then ask them to interview at least five people about question 4. When eliciting answers, you could get a volunteer to draw simple charts on the board to show the most popular destinations, according to their research.

## LISTENING

- 1 Put students into pairs to look at the photos in the Student's Book and to discuss where they think the people are and what they are doing. Elicit ideas for each photo from different pairs.
- 2 Explain to the class that they are going to listen to a report about working holidays. Put students into pairs to discuss what they think a working holiday might involve. Elicit some ideas from different pairs. Ask students to read the sentences and to predict what information might be missing. Discuss possible answers, but don't confirm their predictions at this stage.

### Possible answers

- 1 money  
2 surfing, fishing, walking, swimming, sailing  
3 clear, tidy  
4 Thailand's beach, Thailand's rainforest, temples  
5 an adjective

- 3  1.23 This exercise is related to *First Listening Part 2*, in which students are asked to complete sentences related to a listening passage with a word or short phrase. Play the recording and ask students to complete each gap with one, two or three words. Allow them to compare their answers with a partner before checking as a class.

### Answers

- 1 £100 a week 2 go surfing 3 clear rubbish off  
4 famous beaches 5 brave

### Audioscript

When you think about going on holiday, you don't usually think about working, but more and more people are choosing to do just that, to combine a holiday with voluntary or paid work in the country they're visiting. Particularly for young people, a working holiday can be a great way to enjoy a trip abroad. Accommodation and food can be incredibly expensive in the world's major cities so getting these for free, and often a small wage on top of that, is enough to make a dream come true.

Of course, you're never going to make your millions on a working holiday! In the UK, if you're working for a business like a hotel or a restaurant in London, you can expect to get something like one hundred pounds a week on top of your accommodation, but many working holidays don't pay a penny, especially if the organisation you're working for is a charity. For those who are 'time-rich' and 'cash-poor', it's worthwhile donating your time for free in return for a rich cultural experience.


So where can you do working holidays and how can you find out more? Well, for visitors to the UK, conservation-volunteer organisations are a good place to enquire. An example of a UK-based working holiday is Surf and Dig in Cornwall, on the coast in the south-west England. You'll stay in a hostel for free, plus you'll get three meals a day. In a typical one-week holiday, you'll go surfing for three days and then you'll work for four. For anyone who enjoys fresh air, a nature-conservation holiday like this is an inexpensive way to have a holiday and learn about the natural world. And Surf and Dig is cheap – the only cost is your fare to Cornwall.

If you can afford your airfare to South America, you could go for a more exotic conservation holiday on the Galapagos Islands. Here, you can help preserve these wonderful islands by working in a local conservation centre. You might end up doing something like clearing rubbish off a beach or planting flowers to replace ones that have been damaged by tourists. And you'll have the pleasure of getting close to some amazing animals like the giant Galapagos tortoises.

If you're good at English, there are similar programmes in all sorts of countries which allow young people to mix adventure with giving something back to the community. For example, young people of all nationalities can work with children living on the Thai border with Burma, teaching them English or sports skills. All you need is a little English and a lot of enthusiasm.

The reward is an exciting weekend in Bangkok and a week or two on Thailand's famous beaches, as well as seeing a way of life that is far removed from your own daily life.

Some working holidays last much longer than the usual week or two. Most tourists who visit Australia typically stay on the busy east coast, but see little of the 'real' Australia a few thousand kilometres inland. Life is fairly tough when you live and work in the continent's remote and arid centre, and it takes a brave visitor to sign up for one of their year-long 'outback' experiences. But those that do sign up not only go home with incredible tales to tell, but also save thousands of dollars while they're there.

- 4  1.23 Ask students to read the questions and explain any difficult words or phrases such as *dream come true*: *something you have wanted for a long time happening*; *worthwhile*: *useful and important*; *donating*: *giving money to help people* and *conservation*: *protecting plants, animals and natural areas*. Play the recording again and check answers.




## Answers

- 1 because you get free accommodation and food
- 2 as in return you get a rich cultural experience
- 3 It's an inexpensive way to have a holiday and learn about the natural world.
- 4 teaching English or sports skills to children

- 5 Model the activity with a stronger student before putting students into small groups to discuss the questions. Elicit ideas from the class and find out if anyone has ever been on such a holiday.

## SPEAKING Discussing a problem


- 1  1.24 Ask students to read the questions and then play the recording. Check answers. Find out if they think Ellie has made a good decision and why/why not.

## Answers

- 1 She's planning to go on a working holiday.
- 2 She's not sure what she can do to earn enough money.
- 3 washing dishes or serving in a café, walking dogs, cutting hair
- 4 dog-walking

## Audioscript

- Ellie:** I'm saving to go on that working holiday I was telling you about.
- Luke:** So how are you going to save the money? I mean, how much do you need?
- Ellie:** Loads – it's about three hundred and fifty pounds each. I'm not sure what I can do to earn that sort of money.
- Luke:** How about washing dishes or serving in a café?
- Ellie:** No way! I can't stand clearing up!
- Luke:** Oh. You could always start a dog-walking service. People who are at work all day often need help with walking their dogs.
- Ellie:** That's not a bad idea. But I'll need to do more than just taking a few dogs for walks.
- Luke:** True. What about cutting people's hair?
- Ellie:** No one would want to pay me to cut their hair! I haven't got any experience!
- Luke:** What if you learned? You can practise cutting mine!
- Ellie:** You must be joking! Well, that's one good idea, at least: dog-walking.

- 2  1.24 Say the expressions in the *Prepare* box and encourage students to copy your pronunciation and intonation (or get them to copy the speakers on the recording). Play the recording for them to tick the expression and check the answer as a class.

## Answer

What a brilliant idea!

- 3 Model the first item (washing cars) by telling the class about some of its positive and negative points, e.g. *nice in the summer, but horrible in the winter, professional carwashes are cheap, you can be your own boss*. Then put students into small groups to think of pros and cons for the others. Elicit some ideas for each and ask students to think of other ways to make money. Find out if anyone has done any of these jobs and what they think of them.
- 4 Tell students to choose three suggestions and to then practise the conversation with a partner. Nominate one or two pairs to role-play their dialogue to the class and ask the rest to tick the phrases the pairs use from the *Prepare* box.

## Cooler

Put students into pairs to discuss these questions:

- 1 Do you volunteer for a charity? What charity would you volunteer for if you had the time? Why?
- 2 Do you think it's more important to have experiences in life or to make money? Why?

Share ideas as a class.

## Project

Ask students to use the internet to research young entrepreneurs (*someone who tries to make money by starting their own company*). How did they make their money and become successful? What does their business do? What plans do they have for the future? In the following class, put students into small groups to report their findings. Each group should decide who is the most inspirational entrepreneur and why, and give a presentation on this person to the class.

## Teacher's resources

### Student's Book

Grammar reference and practice page 145  
Vocabulary list page 131

### Video

Dream holidays

### Workbook

Unit 8, page 32

### Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks

# Language

## Travel writing

### Learning objectives

- The students read extracts from a travel diary describing a journey across Borneo.
- In the project stage, students write a story describing one of their own travel experiences.

### Warmer

**1** Put students into pairs and give them two minutes to make a list of different types of book. Ask how many each pair has on their list and get the pair with the longest list to read it out loud. For example, *novels, travel, history, sport, reference*.

**2** Put students into pairs to discuss these questions:  
*Do you enjoy reading nonfiction books? Have you ever read a travel book? How do you find out about places you're going to visit?*

**1** Check students understand the words in the box by asking them to choose five words and writing definitions for them. They should then read their definitions out loud to a partner, who should try to guess which word is being defined. Tell students to read the three extracts and match the topics in the box to an extract.

### Answers

- A – city life, clothes, traffic  
B – jungle, insects, sleeping  
C – hiking, waterfall, climbing, jungle

**2** Ask students to read the texts again to find answers to the questions. Explain that some of the questions are not directly answered in the texts and that they will need to infer the answers from clues. Allow students to compare their answers with a partner before checking as a class. Nominate different pairs to answer each question.


### Fast finishers

Ask fast finishers to write a question about one of the texts. They should give their question to another fast finisher who should try to answer it. After checking answers to exercise 2, elicit these questions for the rest of the class to answer.

### Answers

- 1 nervous, excited
- 2 Because they are on the opposite side to which she is used to.
- 3 Mixed. She was hoping for a nice hotel, but thought the tree house was cool.
- 4 Probably not. She seems excited about being in a real tree house.
- 5 *amazing, great, awesome*
- 6 The waterfall was probably more appealing after a long, hot trek.

**3** Put students into pairs to discuss the questions. Model the activity by working through questions 3 and 4 with a strong student. When eliciting responses, encourage them to give reasons for their answers. You could hold a class vote on who would like to travel to an unusual place and then find out why. Has anyone visited a place like those mentioned in the texts? If so, ask them to share their experience with the class.

**4**  **1.25** Tell students that they are going to listen to a class discussion about travel writing. Go through the pronunciation of the names (Fiona /fi:'əʊ.nə/) and give them a few minutes to read the tips. Check understanding by asking students to give you an example for each question. Play the recording. Allow students to compare their answers with a partner before checking as a class.

### Extension activity

Ask students to brainstorm language related to tips a and b. Elicit different ways of describing sounds or smells, e.g. *disgusting, foul, perfumed* and different ways of moving, e.g. *crawl, stroll*. Give students a few minutes for this and then put them into pairs. They should swap lists with their partner and try to write a short description of a place they know well using the words on their partner's list. Nominate one or two pairs to read their descriptions out loud to the class.

### Answers

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

### Audioscript

- Teacher:** OK, everyone, let's get started please. Has everyone done the homework and read the article about travel writing? Well, if you haven't, then make sure you do so for tomorrow. Right then. Can someone tell me one characteristic of personal travel stories? Amy?
- Amy:** Um, well, they're usually written in the first person, I think.

**Teacher:** Yes, that's right. So you'll read things like 'I was sitting in the taxi', or 'We went swimming', for example. And how does this affect the story, Amy?

**Amy:** Well, it makes things feel more personal, I think. Like they're happening to a real person, who's talking to you about their experiences.

**Teacher:** Yes, that's a good way to describe it. It makes the story feel more authentic, and more immediate. What other things do travel writers do, in order to make their story feel more real? Harry?

**Harry:** They usually describe things that happen in lots of detail. It's like they're painting a picture for you, or describing a movie scene, so you can see everything in your head.

**Teacher:** Good, and what type of language do they often use? Typical, everyday words and expressions, or maybe something else, something a bit different? Fiona?

**Fiona:** They might use a lot of creative language, and more interesting words, to describe things in an unusual way. You know, to make things more exciting, or special somehow?

**Teacher:** Yes, that's true. Not all the time, some travel writers use everyday language, but others really try to paint a detailed picture, like Harry said, and they might use more exciting or dramatic words, like 'enormous' or 'freezing' or 'awesome'. And what about the author's feelings? How do they usually express them? Thomas?

**Thomas:** They can talk about sensations, things they notice with their senses. So, they talk about what they see or hear. Or what they feel, smell and taste.

**Teacher:** Yes, they do. In a longer story, the author will probably mention all five of those senses, as well as their emotions – if they feel happy or sad, excited or nervous. And what else? What other information can they give us? Yes, Jenny?

**Jenny:** Their opinions? I mean, what they think about the places and people they see? So they tell you if a place is ugly, or boring, in their opinion, or maybe they think it's really beautiful or exciting. Right?


**Teacher:** Yes, some travel writers give their opinions very clearly and directly. They might say, 'I think' or 'I thought' if they're writing in the past tense. Other writers might not use those exact words, and they may not express their opinions that directly, but they might use positive or negative adjectives to describe something, and that shows us what they really think ... what their real opinion might be. And what about giving us facts? Paul?

**Paul:** Well, it depends, but some writers give lots of facts about the places they visit, like the history of a city, when something was built, or maybe the local geography, the weather, things like that.

**Teacher:** Right. Or they might describe the local culture, the way people dress there, the things that they eat, or how they act. That's all part of describing their experiences. This information, or context, helps the reader understand more about the place and its people. For example, if the traveller visits a famous building, they might include information about when it was built, or about interesting events that people celebrate there now.

**Paul:** So, it's like the writer is a tour guide, right?

**Teacher:** Yes, that's a good way to say it, Paul. Travel writers want to 'take readers on a trip' with them, so they often write the way that a tour guide might speak a tour. Excellent. Does anyone have any questions before we revise the texts that you read for homework? OK, then. Let's start with the first extract from the book, *We're doing WHAT for summer vacation?* by Cindy Davis and Ali Rollasen ...

- 5**  **1.25** Play the recording again. Put students into small groups and monitor as they discuss the questions. Encourage them to give reasons. Then hold a class vote to find out the most popular type of travel story.

### Possible answers

- 1** It makes it feel personal and as if it's happening to a real person.
- 2 and 3** Students' own answers.

- 6** Tell students to read the text again and to highlight examples of the tips. Allow them to compare their answers with a partner before checking as a class.

### Mixed ability

Put weaker students into pairs. Each student should check the texts for three tips each and then share their findings with their partner. Stronger students can complete the exercise individually.

### Answers

**Text A** Tips a, b, c, d, e and f  
**Text B** Tips b, c and f  
**Text C** Tips a, b, c, e and f

### Cooler

Look on a video-hosting site such as YouTube for a short travel clip presented by Michael Palin. After watching for a few minutes, ask students to write down things they would like to know about the place featured. They could then watch the whole episode at home and report back in the following class about what they saw.

### Project

To help generate ideas, put students into small groups to think about and discuss the questions. After they have written their stories, tell them to post them around the room and to then try to read as many as possible in a given time limit. Ask students to choose their favourite story, and nominate one or two individuals to explain which story they chose and why. Stories could be posted on the class blog, if you have one.