

9

Getting Away



Unit plan

Reading:

multiple matching, scanning the texts for specific information

Vocabulary:

words related to holidays and travel, commonly confused words, word formation, prepositions

Grammar:

gerunds & infinitives, *make* & *let*, comparison of adjectives & adverbs

Listening:

note taking, using the words you hear to complete the notes

Speaking:

discussion and decision making, talking about tourism, justifying your opinion

Writing:

review, writing good descriptions, using adjectives to describe facts and opinion

Unit Opener (SB page 109)

- Ask students to look at the main picture and ask them what they see (*a swing under a palm tree on a beautiful beach on a tropical island*).
- Ask students to read the title of the unit and explain how it is connected to the picture (*The title is 'Getting Away' and the place in the picture is somewhere people go to get away and relax.*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students if they can guess what cities/countries are shown in the two pictures (*Amsterdam, Holland; Lisbon, Portugal*). Ask students if they have visited either city/country.
- As a class, ask students if they have travelled abroad. If anyone has, ask them where they went and what they thought of the place. Then ask students which countries they would like to visit and why.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which three countries are the most popular destinations for UK residents.
- Students work individually to make their choices.
- They then compare their answers in pairs before checking as a class.
- Once answers have been checked, ask students to order the rest of the countries according to their popularity with UK residents.

Answers

According to the Office for National Statistics 2012, Spain, France and Ireland were the most visited by UK residents. (others mentioned in order: USA, Italy, Germany, Portugal, Greece, Netherlands, Turkey)

Background information

Some interesting facts about popular travel destinations: Of the fifty most visited tourist attractions in the world, nine are in the USA. This is due to the fact that the US population is over

From 1 to 9 the attractions are the Las Vegas Strip, Times Square in New York, Central Park in New York, Union Station in Washington DC, Niagara Falls, Grand Central Terminal in New York, Faneuil Hall Marketplace in Boston, Disneyworld's Magic Kingdom in Florida and Disneyland Park in California. The tenth most visited attraction is the Forbidden City in Beijing, China.

TOP TIP

Make the most of interesting or unexpected facts to generate discussion. In this lesson, for example, it would not be widely known that the top nine most visited attractions in the world are in the USA. Ask students why they think this is so (see answer in *Background information*) and if they would be interested in visiting any of the attractions and why or why not.

Let's talk about it!

- In your opinion, what's the best thing about visiting other countries?
- What kinds of holidays are the most popular eg adventure, beach, city break?
- Do you prefer summer or winter holidays? Why?

DVD 9

Summary of DVD 9: The title of the video is '24 hours in Barcelona – What to do in Barcelona'. The video is a quick tour of the city. There are many things to do in Barcelona and this video is an easy to follow one-day itinerary that shows viewers how to get the most out of their stay. Places visited include Park Guell, the Sagrada Familia church, La Rambla, La Boqueria market, the Barceloneta beach and neighbourhood, and Park Ciutadella.

DVD link: <http://www.youtube.com/watch?v=3wKn5mWocrQ>

Answers

La Rambla is the most popular street in Barcelona. A statue of Christopher Columbus is there, pointing

Reading (SB pages 110-111)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the comments and explain anything they don't understand.
- Explain to students that there are no right or wrong answers, but they must decide on the most likely speaker, parents or teens.
- Ask students to look at the comments and decide who made them.
- Discuss answers as a class and have students justify their answers.

Answers

Both answers, parents and teens, are possible for all the comments, but most likely:

1T 2P 3T 4P

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain/Elicit that they need to consider both ideal holidays, not choose one over the other.
- Students discuss their ideal holidays with a partner before discussing as a class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the texts and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later. Ask them to underline the parts of the texts that help them to answer the question.
- Students do the task individually, but check answer as a class.

Answer

B and D are both in France.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when texts for multiple-matching tasks are about products or services, such as leisure activities and holidays, they may need to answer questions about prices, dates, etc. Tell them that for such questions, they should go straight to the information without reading the whole text. Often, this information is in the middle or the last section of the text.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items and explain anything

to go directly to the information if they need to answer questions about prices, dates, etc.

- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1C *Paintballing, quadbiking and even a day trip, ... survival skills in the wilderness ... Discover your inner celebrity ... Develop the skills you need to be a leader*
- 2A *Qualified instructors are on hand to teach you riding techniques.*
- 3B *Seven nights in a mobile home and ferry between Dover and Calais costs from £980 ...*
- 4D *Cost: £199pp ... The Teen Rangers programme costs £199pp extra.*
- 5B *Nearest Airport: Beauvais, Nearest Ferry Port: Calais*
- 6D *... three nights (A: per week; B: Seven nights; C: Length: 5 nights)*
- 7A *... the simulator creates the kind of waves you would experience at a beach.*
- 8C *(A: a two-bedroom caravan; B: a mobile home; D staying at a traditional chalet)*
- 9D *... the riders in the well-known annual Tour de France race as they cycle ...*
- 10C *Location: across the UK*

EXTENSION ACTIVITY

Refer students back to the Reading texts. Ask them which of the four holidays they would prefer to go on and why. Ask students to discuss in pairs before discussing as a class. Take a vote to see which holiday is the most popular with students.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the words in the orange box in the correct form.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Ask students to try to work out the part of speech that should go in each gap before writing their answers.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|---------------|
| 1 wilderness | 4 demanding |
| 2 twice | 5 survival |
| 3 adjustable | 6 adventurous |

6

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to create a teen holiday.
- Remind them to include information for all six points.
- Monitor and help with vocabulary and grammar if necessary.

Answers

Students' own answers

Vocabulary 1 (SB page 112)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use only vowels to complete the words.
- Do the first item together as a class. Copy the letters and gaps on the board and ask students to give you vowels. Once the word has been completed (*sightseeing*) ask a student to explain what it means in his/her own words.
- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 i e e i (sightseeing)
- 2 a a i (backpacking)
- 3 u a i (sunbathing)
- 4 e e e a i i (deep-sea fishing)
- 5 i i o u (dining out)
- 6 a a i (kayaking)
- 7 o i i (rock-climbing)
- 8 a e a i (whale-watching)

2

- Ask students to read the instructions and check that they understand what they have to do. Ask students what a compound noun is (*a single noun made up of two nouns*).
- Ask students to read the words and explain anything they don't understand.
- Ask students to work in pairs before checking answers as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 5-star
- 2 peak
- 3 package
- 4 city
- 5 first-class
- 6 self-catering
- 7 travel
- 8 connecting

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the compound nouns from 2.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the

Answers

- 1 city break
- 2 connecting flight
- 3 First-class travel
- 4 5-star hotel
- 5 Self-catering accommodation
- 6 travel insurance
- 7 package holiday
- 8 peak season

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the phrases in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students what the collocations have in common (*they are all related to travel and holidays*) and ask individual students to explain what they mean.

Answers

- 1 contact a travel agent's
- 2 hire a car
- 3 exchange currency
- 4 renew a passport
- 5 reach our destination
- 6 pack a suitcase
- 7 confirm a flight
- 8 arrange accommodation

EXTENSION ACTIVITY

Ask students to choose words from the Reading text and write sentences like the ones in Vocabulary 1, Exercise 1, ie the word must only have its consonants and the vowels are gapped. The activities could include body-zorbing, movie-making classes, boogie-board, paintballing, quadbiking, canoeing, cycling, glacier safaris. They then swap with a partner and try to complete their partner's words.

Extra Task (for early finishers)

See photocopiable material on page 155.

Grammar 1 (SB page 113)

Before you read the Grammar box

- Revise gerunds and infinitives, *make* and *let*. Ask students if they remember the forms and write them on the board. Then ask students for examples of these in sentences to show they remember their use.

1

- Read through the grammar theory with the class.
- Ask students when we use the different forms of gerund and infinitive and elicit that usage depends on the words they are used with.

take ..., instructors ... to teach) and to identify whether they are full or bare infinitives.

- Remind students that there are verbs which can take either a gerund or an infinitive with and without a change in meaning. For example, *continue + doing / to do* (no change); *remember doing / to do* (change in meaning).
- Remind students that *make* and *let* have different forms in the active and passive voice.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify a gerund and an infinitive and answer questions about their use.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Sentence b contains a gerund. It has been used as a noun. Sentence a contains an infinitive. It is a bare infinitive because it follows a modal verb.

Read 9.1-9.5 of the Grammar Reference on pages 171-172 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the title of the text and the picture and to guess how a family holiday could be new and improved.
- Ask students to read through the text once without circling their answers. Ask them to underline any words or clues that will help them choose the correct answer.
- Encourage students to look back at the grammar theory for help.
- Students work individually to circle the correct words.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-------------|
| 1 going | 9 hang out |
| 2 to spend | 10 fly |
| 3 holidaying | 11 to do |
| 4 do | 12 thinking |
| 5 to stay | 13 keep |
| 6 arguing | 14 enjoy |
| 7 to say | 15 worrying |
| 8 to find | 16 to find |

EXTENSION ACTIVITY

Ask students to write a paragraph about a place they have visited on holiday. They must describe the place and say what people can see and do there using the different forms of gerund and infinitive. Tell students to leave gaps where the gerunds and infinitives are to go. Then ask students to swap with a partner and have them complete the paragraph.

Vocabulary 2 (SB page 114)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they have similar meanings.
- Ask students to read the words and the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|-----------|
| 1a row | 3a door |
| 1b aisle | 3b gate |
| 2a fasten | 4a uneven |
| 2b tie | 4b rough |

2

- Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form nouns or adjectives from the words given*).
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|---------------|--------------|
| 1 adventurous | 5 mobile |
| 2 insurance | 6 skill |
| 3 energetic | 7 connection |
| 4 resident | 8 beneficial |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use some of the words from 2 to complete the sentences.
- Ask students to look at each sentence and decide if a noun or adjective is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | |
|---------------|
| 1 adventurous |
| 2 benefit |
| 3 energetic |
| 4 insurance |
| 5 skill |
| 6 mobile |
| 7 resident |
| 8 connecting |

▶ EXTENSION ACTIVITY

Ask students to look back at the Reading texts and find adjectives with different endings to the ones in 2 (*A – adjustable; B – crazy, creative, mobile; C – awesome*). Ask them to write sentences with some of the adjectives.

4

- Ask students to read the instructions and check that they understand what they have to do (*complete the sentences with the correct preposition*).
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look carefully at the word(s) before the preposition in order to make the correct choice.
- Students work individually to complete the sentences with the correct prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------|------|
| 1 in | 5 in |
| 2 of | 6 of |
| 3 of | 7 in |
| 4 of | 8 of |

Extra Task (for early finishers)

See photocopiable material on page 155.



Grammar 2 (SB page 115)

Before you read the Grammar box

- Revise comparative and superlative forms. Write the forms of the comparative and the superlative on the board.
- Ask students to look back at the Unit Opener and make comparisons with the ten countries in 2. Write an example on the board if students need ideas (*The USA is bigger than Ireland*).

1

- Read through the grammar theory with the class.
- Make sure students understand that we use the comparative to compare two or more people or things, and that the superlative is used to compare one or more people or things with a group of people or things. Remind them that we use phrases like 'in the world' and 'of all' with the superlative. Ask students to write three sentences – one using a comparative form, one using a superlative form, and another using a different type of comparison. Check their sentences and clear up any problems before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must decide which comparative structure is used, and then they must look at the two changing situations and decide which depends on the other.
- Ask students to read the sentence and explain anything they don't understand.

Answers

Students should underline: *The more popular this island gets* and *the more crowded it becomes*. It uses the structure *the + comparative, the + comparative*. How crowded the island becomes depends on how popular the island gets.

Read 9.6-9.7 of the Grammar Reference on pages 172-173 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to use the comparative or superlative form of the words in brackets to complete the dialogues.
- Ask students to read the dialogues and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 the best, better than
- 2 longer, more slowly than
- 3 less, the least
- 4 more crowded, the most crowded
- 5 the longest, the most boring
- 6 nicer than, father/further

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite a part of the second sentence so that it means the same as the first sentence. Remind them that they must only use between two and five words, including the word that is given in bold.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1 is not as popular
- 2 snowed less heavily than
- 3 the camp gets, the more
- 4 the most friendly
- 5 more and more expensive
- 6 is as lovely as

▶ EXTENSION ACTIVITY

Ask students to write two comparative and two superlative sentences about holiday destinations in their country, for example, *The beaches of Athens aren't as good as the beaches of Crete*.

Extra Task (for early finishers)

Listening (SB page 116)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide what part of speech will complete each sentence and justify their answers.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 adjective; it follows another adjective plus 'and'
- 2 full infinitive; it follows the verb 'decide'
- 3 noun; it follows the indefinite article and two adjectives
- 4 adverb; it follows 'jumped' and needs to be the same part of speech as 'noisily'

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen for the missing words and write them in the gaps in the sentences in 1.
- Play the recording and ask students to complete the gaps.
- Play the recording again if necessary, and check answers as a class.

Answers

- | | |
|-------------|-----------|
| 1 luxurious | 3 hotel |
| 2 to fly | 4 happily |

See the recording script on page 144.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the sentences in 4 and determine what part of speech will complete the gaps, and that they need to identify the clues that help them to decide. Point out that the sentences with the same part of speech are grouped together and that there are only three different parts of speech (adjective, verb form, noun) in the task, unlike 1 where there were four (adjective, verb form, noun, adverb).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 a noun
- 2 an adjective
- 3 a verb form

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.

they must listen carefully to the words before and after the gaps because they will not be the same as what they hear on the recording.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that they have already guessed what kind of information is missing and instruct them to listen carefully for the exact words required to complete the gaps.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 routine: ... *in order to escape the routine of their normal, working lives.*
- 2 a week's wages: ... *and all for the price of a week's wages.*
- 3 colourful: *They were bright and colourful, but basic ...*
- 4 famous entertainers: *Many redcoats later became famous entertainers.*
- 5 Canada: ... *in Canada ... he'd visited a summer camp, which gave him the idea for his holiday camps back in England.*
- 6 profit: *Butlin made a huge profit from this war-time arrangement!*
- 7 travel abroad: ... *after the war, the camps became even more popular, as people who couldn't afford to travel abroad ...*
- 8 annoying: ... *'Radio Butlin' played music and made announcements ... Some guests found this so annoying ...*
- 9 indoor and outdoor: *Butlin's Holiday Resorts, as they are now called, offer fantastic indoor and outdoor entertainment, shopping and dining ...*
- 10 more luxurious: *In the 21st century, Butlin's even opened three hotels ... guests ... enjoy more luxurious accommodation, whilst still enjoying all the activities the resort has ...*

See the recording script on pages 144-145.

Speaking (SB page 117)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that of the nine sentence endings, they need to choose only two for each of the sentence beginnings. Tell them there are no right or wrong answers, but they must

make sure they understand the phrases for justifying their opinion.

- Ask students to read the sentence beginnings and endings and explain anything they don't understand.
- Students work in pairs to make and justify their choices.
- They then discuss as a class.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress that in this type of task they must justify their choices in order to help their partner fully understand what they mean. Explain that if they do this, it will be easier for them to make their final decision.

3

- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the options within the context of the task (*Where should they go for a week's family holiday?*), and that they are not being asked to choose their personal preference for a family holiday. Elicit that there is a second part to the task which requires them to reach a decision about the best idea for a family holiday. Point out that there are no right or wrong answers.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



TOP TIP

Vary the types of speaking activities you do in class so that students do not become bored. Instead of traditional pair work, whenever possible ask students to work as doubles, ie two and two. In this way, they can be exposed to more varied views. This format also allows for mini debates



Writing (SB pages 118-119)

Review: Writing good descriptions

- Ask students to carefully read the information on reviews and the importance of writing good descriptions.
- Explain to students that the purpose of a review is to inform and give an opinion on something that the writer has experienced. To make this possible, it is important to write good descriptions.
- Stress that descriptions must be balanced; if the review isn't descriptive enough, the reader will not be able to form an opinion, but if it is too descriptive, the review will not be interesting to read.

1

- Write *The restaurant is fantastic* on the board and ask students what this tells them about the restaurant. Ask them if it gives them the kind of information they need in order to decide if they want to go to the restaurant or not. Elicit that the statement does not provide enough information.
- Refer students back to the Writing box and elicit that the writer has under-described the restaurant.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentence about the design of the restaurant and then think of three things they could describe about the restaurant.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students' own answers

Possible answers: food, tables, lights, people

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide if the sentence is too long and rewrite it.
- Ask students to read the sentence and the two items in the task, and explain anything they don't understand.
- Go through the section on summarising in the *Language Bank* with the students and make sure they understand the phrases and how to use them so they will be better able to complete item 2 of the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

The long list of items is unnecessary and makes it uninteresting to read.

- 1 Students should underline: *lots of fresh food and the best coffee I have ever tasted.*
- 2 possible answer: *... a wonderful range of fresh food and the best coffee I have ever tasted.*

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must summarise the lists by using expressions from the *Language Bank*.

- They then check their answers in pairs before checking as a class.

Possible answers

- 1 a wide variety of watersports
- 2 a good selection of cold drinks
- 3 an excellent choice of accommodation/places to stay

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must read the task and underline the four things to be covered in the review and then they must answer the question about the task. Point out that the question will help them to analyse the task in order to understand it better.
- Remind students that they should always spend time analysing writing tasks so that they know exactly what they have to write.
- Ask students to read the task carefully and to underline the four points to be covered, and to answer the question.
- Students do the task individually, but check answers as a class.

Answers

Students should underline: *the place, the food ... what activities there are ... Would you recommend this holiday to other people your age?*
Yes

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the review in 5 is in answer to the question in 4 and that they must underline the topics of paragraphs 2, 3 and 4.
- Read out the review or ask a strong student to do so.
- Ask students if they think it is a good review. If yes, elicit why.
- Students work individually to underline the topics of paragraphs 2, 3 and 4.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline: *the hotel, The evening meals, a daily programme of extreme sports lessons*

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to answer questions about the review in 5 to analyse the task.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Yes.
- 2 Yes.
- 3 Students should circle: *When I was there* and *During my stay*.
- 4 past
- 5 present
- 6 1 & 5
- 7 Someone who would *enjoy staying in a beautiful place with lots of exciting things to do* (paragraph 1) and *an energetic party animal* (paragraph 5).

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must determine which adjectives describe opinion and which describe facts. Then they must decide which of the two adjectives always come first when both types are used.
- Ask students to read the descriptions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline: *lovely, comfortable, huge*.
Students should circle: *sandy, wooden, cooked*.
Adjectives of opinion always come first.

8

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write their own descriptions using adjectives to describe opinion and facts.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Possible answers

- | | |
|-------------------|--------------------|
| 1 beautiful sunny | 3 friendly young |
| 2 tasty fresh | 4 exciting outdoor |

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the first four sections and explain anything students don't understand. Remind students to use the words and phrases in their reviews.
- Make sure students know how to use the phrases for summarising and recommending by asking them to give you example sentences using them.
- Ask them to look at the model review in 5 again and to underline the phrases the writer uses in the last paragraph to make their recommendation (*I wouldn't recommend ... to ..., this is the place for you*).

▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about the place described in the model review. Ask students if they would like to stay there and to explain why. If they wouldn't want to stay there, ask them to explain why they wouldn't be interested and to

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- Read the task out to students and explain anything they don't understand.
- Remind them to underline the points that have to be covered.
- Go over the *Plan* with the students.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students of the importance of giving the reader enough useful information, without overdoing it. Remind them, too, to use adjectives for opinion and facts. Tell them it is acceptable to mention negative as well as positive points. Finally, explain that they can make a recommendation for everyone or just for certain types of people.

Reload 9 (SB page 120)

Objectives

- To revise vocabulary and grammar from Unit 9.

Revision

- Tell students that Reload 9 revises the material they saw in Unit 9.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for holiday activities by writing the first letter of the activity on the board and then describing it. Ask individual students to complete the word on the board.
- 2 and 3: Revise the compound nouns by writing one half of the compound noun in one column and the other half of the compound noun (in mixed up order) in another column and asking students to match them. Once they have matched them and formed the compound nouns, ask students to use them in sentences.
- 4: Write the verbs on the board one by one and ask students the following questions:

- 1 What can you hire? (a car)
- 2 What can you renew? (a passport)
- 3 What can you confirm? (a flight)
- 4 What can you arrange? (accommodation)
- 5 Who can you contact? (a travel agent's)

Vocabulary 2

- 1: Practise commonly confused words. Write the sentences on the board and ask students to choose the correct word. Then they should use the option they didn't choose in a sentence.

- 1 On this plane, there are four seats in the middle aisle / row. (row)
- 2 Grandpa fastened / tied a string around his suitcase to keep it closed. (tied)
- 3 We were at the departure door / gate when they announced the delay. (gate)
- 4 It's hard to walk on a(n) rough / uneven floor in high heels. (uneven)

- 2 and 3: Practise word formation. Write the nouns on the board and ask students to give you the adjective forms. Then they must use either the noun or the adjective in a sentence.

- 4: Practise prepositions. Write *in* and *of* on the board. Then read out the prepositional phrases, without the prepositions, one by one and ask individual students to tell you which preposition goes with them (*take pleasure in, have all the comforts of, have no intention of, take no notice of, a rise in, on behalf of, a reduction in, the leader of*).

Grammar Revision

Grammar 1

Practise gerunds, infinitives, *make* and *let*.

- Revise gerunds, infinitives, *make* and *let* by writing these sentences on the board and asking individual students to choose the correct form.

- 1 Do you fancy to go / going to the beach? (going)
- 2 It's too noisy to think / thinking in here. (to think)
- 3 Teddy would rather stay / to stay at home. (stay)
- 4 Attention, please. We regret to inform / informing you that the trip has been cancelled. (to inform)
- 5 We always go to sightsee / sightseeing on holiday. (sightseeing)
- 6 To hike / Hiking is good for you. (Hiking)
- 7 Mum let me go / to go away with my friends. (go)
- 8 I was made carry / to carry the suitcases! (to carry)

Grammar 2

Practise comparison of adjectives and adverbs.

- Revise the comparative and superlative forms, as well as the different ways of comparing. Then write the following gapped sentences on the board and ask students to complete them with one word in each gap.

- 1 Buses don't travel ____ fast as planes. (as)
- 2 No, Japan is ____ as big as China. (not)
- 3 The ____ I spend now, the more I'll have for my holiday later. (less)
- 4 It's boiling today! It's getting hotter ____ hotter. (and)
- 5 Sightseeing! Ugh! It's my ____ favourite holiday activity. (least)
- 6 Rock climbing is ____ dangerous than hiking. (more)
- 7 Is Greece warmer ____ Spain or are they the same? (than)
- 8 Mum never stops! She's the ____ energetic person I know. (most)

- Students are now ready to do Reload 9.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2b 3d 4a 5b 6a 7d 8b 9c