



Holidays

Unit aims

I can ...

- talk about seasons and the weather.
- talk about future intentions.
- ask questions about future intentions.
- understand a conversation about holiday plans.
- talk about landscapes.
- make predictions about the future.
- make suggestions and express preferences.
- write an email about holiday plans.

Unit contents

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Reading	A web page 🔍 City of water A holiday brochure
Language focus	<i>be going to</i> Future with <i>will/won't</i>
Discover culture	🔍 Alaska
Listening	A conversation
Speaking	Making suggestions 🔍 Real talk: <i>Where do you like going on holiday?</i>
Pronunciation	<i>going to</i>
Writing	An email
CLIL	Maths: Frequency tables and bar charts 🔍 Holiday in Australia

Be curious

- Books closed. Mime typical holiday activities, e.g. *sunbathing, swimming, taking photos*. Ask: *What am I doing?* Elicit the activities and write them on the board.
- Ask: *When do we usually do these activities?* Elicit *on holiday* and write the phrase on the board.
- Ask students to open their books at page 90.
- Ask students to say what they can see in the photo.
- Read out the three questions. Check understanding of *ideal*.
- Put students into pairs.
- Students ask and answer the questions.
- Check answers.

Suggested answers

The man is walking on the beach.
I like swimming in the sea and walking on the beach.
My ideal holiday is a beach holiday.

CEFR


SKILL AREA	GOAL	EXERCISE
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Objectives

- learn vocabulary for the seasons and weather.
- talk about favourite months and seasons.

Warm-up

- Ask: *What is a 'season'?*
- Elicit the answer, e.g. *one of four periods of the year*, and then ask students if they can name the four seasons in English.

- 1  **2.31** Ask students to open their books at page 91.
- Refer students to the calendar. First, ask students to say when the seasons occur in their country and then ask them to work in pairs to complete the calendars with the months when the seasons occur in countries in the northern hemisphere.
 - If you have the Presentation Plus software, put the calendars on the interactive whiteboard and ask students to come to the board in turn to write the months underneath.
 - Play the recording again for students to repeat the words.
 - Remind students that north and south experience the seasons differently. When it is winter in the southern hemisphere it is summer in the northern hemisphere; when it is summer in the southern hemisphere it is winter in the northern hemisphere.

Answers

Spring: March, April, May

Summer: June, July, August

Autumn: September, October, November


Winter: December, January, February

Language note

Autumn is called *fall* in American English.

Optional activity

- Put students into pairs.
- Students ask and answer questions about what they usually do, wear and eat in each season.
- Ask some students to report back to the class on their partner.

- 2  **2.32** Write the following question on the board: *What's the weather like today?* Write whatever the answer is on the board, e.g. *it's rainy/sunny/cloudy*, and then ask students to look at the phrases in the box.
- Ask students to work in pairs to match the phrases with the pictures.
 - To **extend** the work on weather vocabulary, you could teach students *it's hot/cold* and show students how to talk about the temperature.
 - Encourage students to learn complete phrases in English, e.g. *wet weather*, when they learn vocabulary for a particular subject.
 - Play the recording for students to check their answers.
 - Play the recording again for students to repeat the words.

Answers

- 2 It's windy. 3 It's sunny. 4 It's foggy. 5 It's rainy.
6 It's cloudy. 7 It's snowy. 8 It's stormy.

Game

- Play *Noughts and crosses* using the seasons and weather vocabulary.
- See **Games Bank** on page 29.

Optional activity

- Put students into pairs.
- Students listen to this weather forecast and then do the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/weather-forecast>
- Students can then use the information on the BBC weather website to prepare a weather forecast for their country: www.bbc.co.uk/weather

Your turn

- 3 • Give students a few minutes to complete the chart.
- 4 • Put students in pairs.
- Students ask and answer questions about the information they put in the table in Exercise 3.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 118 and do the activities in *Jog your memory!*

Optional activity

- Put students into small groups.
- Give each group a different country to research online.
- Give students up to 10 minutes to find out about the weather in three cities in different countries in the world. They could use the following website: <http://www.worldweathercompare.co.uk>
- Each group presents its findings to the class.



Set Exercises 1, 2, 3 and 4 on page 77 of the **Workbook** for homework.

Ask students to do this exercise to practise the weather vocabulary:

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/weather>

Students can keep a weather diary for a week.

At the end of each day, they should write a short description of what the weather was like, e.g.

It was cloudy in the morning and sunny in the afternoon. Students can take a photograph to put alongside each entry in their diary.

Reading A web page

Objectives

- read descriptions of holidays.
- learn holiday collocations.
- talk about my last holiday.


Warm-up

- Books closed. Write *adventure holiday* on the board.
- Elicit or teach the meaning of the phrase. Elicit activities people might do on an adventure holiday, e.g. *climbing, mountain biking*.

- 1
- Students open their books at page 92 and describe the photos.
 - Put students in pairs to ask and answer the question.
 - Ask some students to report back to the class on what their partner said.

Background

Patara is a coastal area in south-west Turkey. It is famous for its historical sights, such as the ancient theatre, and its 18-kilometre sandy beach, which is the longest beach in Turkey.

- 2
-  **2.33** Before students read the three posts, check their understanding of the following: *cabin* (a small wooden house often found in a wood), *countryside* (land away from urban areas either used for farming or left in its natural state) and *wildlife* (animals that are not domesticated and which live in the wild).
- Ask students to read the texts and work in pairs to match the texts with the photos.
 - Check answers.

Answers

Chloe – 1, 2 Carla – 5 Emre – 3, 4

- 3
- Ask a student to read out the questions.
 - Elicit answers from the class. Ask students to read the text again to check their answers.
 - Alternatively, put students into pairs (A and B). Student As find the answers to questions 1, 2 and 3. Student Bs find the answers to questions 4, 5 and 6. Students then share their answers.

Answers

1 Chloe 2 Carla 3 Carla 4 Emre 5 Chloe and Carla
6 Carla

Explore collocations

- 4
- Refer students to the information in the table.
 - Students work alone to complete the table with expressions in the texts. Tell students to scan the texts for the verbs *stay, spend* and *take*.
 - To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 118 and do the *Explore vocabulary* activities on collocations.

Answers

stay in a cabin, in a tree house, in a hotel
spend two weeks
take summer clothes, camera, phones

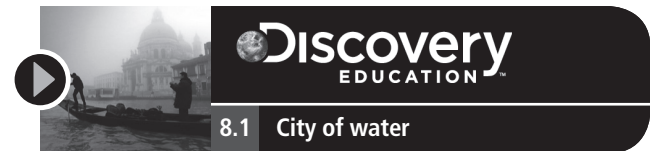
Your turn


- 5
- Give students a few minutes to make some notes on their last holiday. Students make notes on the information in Exercise 5. Encourage them to think of additional information, e.g. where they went or who they went with.
 - Monitor while students do this. Help with vocabulary as necessary.
- 6
- Before you put students into pairs to tell each other about their last holiday, elicit the questions they will need. Put the questions on the board, e.g. *Where did you go? Where did you stay? Who did you go with? How long did you spend there? What did you take with you? What did you do there?*
 - Ask some students to report back to the class on their partner's holiday.

Optional activity

- Students work in small groups to design a holiday advert.
- Students design their adverts on computers using PowerPoint, PosterMyWall or another poster-making site.
- They should describe a particular location in their country, write a description of it and come up with a slogan. Students should also illustrate their adverts with drawings or photographs.
- Display the adverts on the wall and ask the class to vote for its favourite.


You can show this video as either a lead-in or a follow-up to the Language Focus 1 lesson.



-  Ask: *What do you know about Venice?* Elicit ideas, e.g. *It's a city in Italy. It doesn't have any roads. People travel by special boats.*
- Play the video.
- Students watch it and answer the three questions.
- Check answers.
- Put students into pairs to do some online research on Venice and find three places in that city that they would like to visit.
- See page 133 for further activities you can do with this video.

Answers

There are no cars in Venice.
People in Venice walk and travel by boat (called gondolas).
People wear colourful clothes and masks for Carnevale.

 Set Exercise 4 on page 78 and Exercises 1, 2, 3, 4 and 5 on page 81 of the **Workbook** for homework.

Language focus 1 *be going to*

Objectives

- learn the affirmative, negative and question forms of *be going to*.
- talk about future plans.

Warm-up

- Books closed. Write *I'm going to watch a film tonight* on the board. Elicit that the sentence is about the future and explain that we use *be going to* to talk about future plans and intentions.

- 1 • Ask students to open their books at page 93 and copy the chart into their notebooks.
• Students work in pairs to complete the sentences by referring to the text on page 92.
• For further information and additional exercises, students can turn to page 110 of the **Grammar reference** section.

Answers

	I	He / She / It	We / You / They
+	I am going to swim every day.	My dad is going to build a web page.	We are going to explore Thailand.
-	I am not going to take summer clothes.	She isn't going to come with us.	We aren't going to take our mobile phones.
?	Am I going to build a web page?	Is he going to ride an elephant?	Where are you going to stay ?

Language note

Going to go is rarely used in spoken English. It is more customary to say *I'm going to the cinema* rather than *I'm going to go to the cinema*.

- 2 • Complete the first sentence with the class as an example.
• Ask students to work in pairs to complete the remaining sentences.
• Check answers.

Answers

2 are 3 aren't 4 isn't 5 are

Game

- Play *Expanding Sentences* using *be going to*.
- See **Games Bank** on page 28.

- 3 • Ask a student to read out the example.
• Put students into pairs and ask them to write the remaining questions.
• Check answers.

Answers

2 Are you going to watch TV tonight? 3 What are you going to watch? 4 When are they going to do their homework? 5 Where are we going to go on holiday this year?

- 4 • Ask students to work alone to match the questions in Exercise 3 with the answers in Exercise 4. There is one extra answer that students don't need.
• Students can compare answers in pairs before you check answers with the class.

Answers

2 e 3 b 4 a 5 c

Your turn

- 5 • Ask students to work alone to change the questions in Exercise 3. Explain that they can change the verb or the time expressions.
• They then work pairs to ask and answer questions about their future intentions.
- 6 • Give students a couple of minutes to write sentences about their partner based on the information they were given in Exercise 5.
• Monitor while students do this and check that they are forming *be going to* correctly.

Say it right!



2.34 Refer students to the information in the **Say it right!** box.

- Play the recording and ask students to repeat the sentences.

- 7 • Ask students to work in pairs to ask and answer the questions from Exercise 3 they have transformed in Exercise 5.
• Monitor while students do this and check that they are using *gonna*.
• Ask some students to report back to the class on what their partner said.

Optional activity

- Ask students to think about their plans and intentions for the year ahead. Students then text you one sentence about the plan or intention they are most excited about, e.g. *I'm going to visit my cousin in Australia*.
- Read out the texts in turn and ask students to match them to the correct person.



Set Exercises 1, 2, 3 and 5 on page 78 of the **Workbook** for homework.

Listening and Vocabulary

Objectives

- listen to a conversation about planned holidays.
- learn vocabulary to describe landscapes.
- talk about holiday destinations.

Warm-up


- Books closed. Ask: *What country is visited most often by tourists?*
- Elicit students' ideas and put them on the board. Explain that France is visited most often by tourists.

A conversation

- 1
- Ask students to open their books at page 94.
 - If you have the Presentation Plus software, put the photographs on the interactive whiteboard and then go through the three questions with the class.

Suggested answers

- A a lake in Scotland B Patara in Turkey
C a beach in Thailand D a desert in Namibia


- 2  2.35 Read out the question and play the recording.
- Students compare answers in pairs before you check answers with the whole class.

Audioscript

- Emre:** Hey, Chloe, are you ready for your adventure holiday in Scotland?
- Chloe:** Yes, I think so. I'm really looking forward to it, but I'm a little bit worried about the weather.
- Emre:** Oh, don't worry. I'm sure the weather will be fine. It's summer!
- Chloe:** I know it's summer – summer in Scotland! I'm going to pack a lot of warm clothes.
- Emre:** It'll be great, Chloe.
- Chloe:** Yes, I went last year, so I know I won't be disappointed. I'm going to take my camera this year. I think I'll take lots of photos of forests and rivers.
- Emre:** I'm going to take my camera to Patara.
- Chloe:** Oh, yes! I forgot about that. Your dad's going to make a web page for you, isn't he?
- Emre:** Yes, he is. I hope my photos will be good enough to put on the Internet.
- Chloe:** I'm sure they'll be great, Emre. You're a good photographer.
- Emre:** Thanks. There are some amazing historical places and a beautiful beach in Patara.
- Chloe:** What will the weather be like there?
- Emre:** It'll be quite hot, I think.
- Chloe:** Are you going to travel with your family?
- Emre:** No, I'm not. I'm going with my friends and teachers – and I'll probably make new friends when I'm there, too.
- Chloe:** Are you going to take photos of animals as well?
- Emre:** I'm going to try. I hope we'll see some turtles, and there are lots of interesting animals and birds, too.
- Chloe:** That'll be amazing. Did you hear that Carla and her family went to Thailand?
- Emre:** Yes, I saw her last week. She showed me her photos.
- Chloe:** Did she have fun?
- Emre:** She loved it. They spent a few days in the jungle and then they spent the rest of the time on the beach! She went swimming in the sea every day.
- Chloe:** Oh, that sounds wonderful! Maybe I won't go to Scotland again next year. Maybe I'll go somewhere warm!
- Emre:** Will you go to Thailand?
- Chloe:** Yes, maybe I will.

Answers

They don't talk about the desert.

- 3  2.35 Give students time to read through the sentences.
- Play the recording again.
 - Ask students to work in pairs to do the exercise.
 - Check answers.

Answers

- 1 T 2 F (She's going to visit Scotland in the summer.)
3 F (She's going to take a lot of photos) 4 T 5 T
6 F (She loved it.)

Landscapes


- 4
- Teach the meaning of *landscape*. Read out the words in the box and check understanding.
 - Ask students to work in pairs to do the exercise.
 - Check answers.

Answer

river, jungle, forest

Language note

A *jungle* is a type of *forest*. A forest is a dense area of trees, whereas a jungle is a *tropical forest*.

- 5  2.36 Play the recording. Students listen to it and repeat the words.
- To **extend** the work on the vocabulary, you could ask students to turn to the **Vocabulary bank** on page 118 and do the activities on *Landscapes*.

Game

- Play *The picture game* using the vocabulary for landscapes.
- See **Games Bank** on page 29.

Your turn

- 6
- Give students a few minutes to choose a holiday destination and write notes on why they want to go there.
 - Monitor while students write their notes.
- 7
- Put students into pairs.
 - Students take it in turns to read out their descriptions for their partner to guess the location being described.



Set Exercises 1, 2, and 3 on page 79 of the **Workbook** for homework.

Language focus 2 Future with *will/won't*

Objectives

- learn *will/won't* for prediction.
- talk about the future using *will/won't*.

Preparation

- Bring loose sheets of paper for each student in the class and a plastic bag.

Warm-up

- Books closed. Ask: *What do we use 'be going to' to talk about?* Elicit that we use it to talk about future plans and intentions.
- Elicit an example sentence, e.g. *I'm going to visit my grandparents this weekend*, and then add to it, e.g. *I think I will have a good time*.
- Highlight the verb *will* and explain or elicit that we are using it in this sentence to make a prediction.
- You could then tell students that *will* is usually used in the abbreviated form *'ll*. Drill the pronunciation by saying simple phrases for students to repeat, e.g. *We'll win, I'll see it, They'll lose*. You could then introduce the negative by changing these phrases, e.g. *We won't win, I won't see it, They won't lose*.

- 1 • Ask students to open their books at page 95.
• Tell students that the gapped sentences are from the listening on page 94. Ask: *What can you remember from the listening?*
• Ask students to copy and complete the sentences.
• You can either play the recording for students to check their answers or simply confirm that the answers students give are correct.
• For further information and additional exercises, students can turn to page 110 of the **Grammar reference** section.

Answers

	I / You / He / She / It / We / They
+	I think I 'll take my camera.
-	Maybe I will go to Scotland next year.
?	What will the weather be like?

Language note

You could point out that *won't* /wəʊnt/ is not pronounced in the same way as *want* /wɒnt/.

- 2 • Ask a student to read out the example sentence.
• Put students in pairs and ask them to complete the remaining sentences.
• Check answers.

Answers

2 won't be 3 'll have 4 won't see 5 won't enjoy

- 3 • Ask a student to read out the gapped email.
• Whenever the student comes to a gap, he or she chooses a student and says *What verb goes here?* If that student does not know the answer, he or she says *pass* and the first student asks someone else for the answer.

Answers

1 'll have 2 will make 3 'll like 4 'll leave 5 'll walk
6 won't rain

Your turn

- 4 • Make some predictions about your own life using the verbs *I think, I hope, I'm sure, I don't think* and the information in the box.
• Write your sentences on the board.
• Ask students to work alone to write their own sentences using words from both boxes.

Optional activity

- Teach the meaning of *horoscopes*.
- Give each student a sheet of paper.
- Tell students they have ten minutes to write a horoscope for someone in the class (they don't know who), e.g. *You will find some money. Your football team will win 4-0*.
- Collect the pieces of paper, fold them and put them in a plastic bag.
- Each student then takes a piece of paper at random and reads it aloud. That is their horoscope for next week.
- Students can then work in small groups and write a horoscope for you.

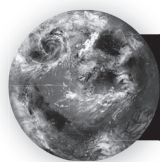
- 5 • Put students into pairs.
• Ask students to ask and answer questions using the information in the boxes in Exercise 4.
• Ask some students to report back to the class on what their partner said.

Optional activity

- Ask students to work alone to write five predictions. Their predictions could be about anything that interests them, e.g. *Argentina will win the World Cup*.
- Put students into pairs.
- Students read out their predictions to each other.
- The student listening to the prediction must say *I agree!* or *I disagree!*
- If the student disagrees, he or she must offer an alternative prediction, e.g. *I think Germany will win the World Cup*.



Set Exercises 1, 2, 3, 4 and 6 on page 80 of the **Workbook** for homework.



Discover Culture

Alaska

Objectives

- watch a video about adventure holidays in Alaska.
- talk about extreme sports and why people like to come to my country on holiday.

Background

Alaska is in the northwest of North America. Purchased from Russia in 1867, it became a state in 1959. The **Northern Lights** is the familiar name for the aurora borealis, a phenomenon caused by electrically charged solar particles entering the earth's atmosphere.

Warm-up

- Write: *North America* on the board. Ask: *How many cities can you name in North America?*
- Put students into small groups and give them one minute to write down places.
- Find out which group came up with the most correct places.

- 1 • Students open their books at page 96.
• Refer students to the map and the photo. Elicit answers to the three questions.

Suggested answers

Canada is next to Alaska, but Alaska is part of the United States of America.

- 2 • Read out the four extreme sports and ask students to say what they know about them.
• Do the matching exercise with the whole class.

Answers

1 b 2 a 3 c 4 d

- 3 • Read out the words and phrases in the box. Check understanding. Elicit some example sentences using the words and put them on the board.
• Ask students to work alone to make a note of the things in the box that they expect to see in the video.

- 4 ▶ 8.2 Play the first part of the video without the sound for students to check their answers to Exercise 3.

Videoscript

Alaska! This ... is where I'm going on my next holiday. Maybe you're thinking, 'You're going there? On holiday? You're visiting that cold place with all that ice and snow ... for fun? Where's the beach? Where's the sunshine? Where are the hotels and the restaurants?' Well, to me, this cold place – Alaska – is the perfect place. And I'll tell you why! Alaska is next to Canada, but it's actually part of the United States. It is the *biggest* state in the USA. Alaska has some incredible landscapes. And a very good way to see them – is from the sky! When I go to Alaska, I'm going to parachute over *glaciers*! You know, those big mountains of ice that move very, very slowly. It's a beautiful ride in the sky but a bit dangerous. Glaciers have a lot of holes, so it's not easy to land. But I can't wait to try it! I'm going to ski, too. Skiing in Alaska is great!

You can go so *fast* down the mountains there. Isn't it amazing? I'm also going to try *this*! The water is *very* cold, but kayaking on those rivers is so exciting! You must be very strong and fast to go kayaking here. At night, I'll camp – and I'll see the Northern Lights if I'm lucky. Look! Aren't they spectacular? So, you see? There'll be so much to do in Alaska, but you must love being outside in the ice, snow and cold. So, do you want to come with me?

Answers

icebergs a volcano a mountain top the Northern Lights a glacier

- 5 ▶ 8.2 Students work in pairs to complete the gaps with the words and phrases from the box.
• Play the video with the sound and check answers.

Answers

2 cold 3 exciting 4 a lot of 5 sports 6 snowy
7 mountains

- 6 Do this with the class. Read out the paragraph and ask students to say *Stop!* when you come to a positive adjective.

Answers

great, exciting, spectacular, amazing, incredible, beautiful, perfect, good, strong, easy, good, lucky

- 7 ▶ 8.2 Play the video again and ask students to write down the sports, deciding on the order they want to do them.
• Students compare their ideas in pairs.

Your turn

- 8 • Read out the example.
• Put students in pairs to ask each other about which of the extreme sports they'd like to try.
• Ask some students to report back to the class on their partner.
- 9 • Elicit further example of extreme sports and put them on the board, e.g. *kitesurfing* or *caving*.
• Put students in pairs to ask each other about which of the extreme sports they'd like to try.
- 10 • Give students a couple of minutes to write a list explaining why people like to come to their country.
• Put students into pairs so they can compare lists.
• Ask some students to tell the class about their partner's ideas.



Students find out about a sport in the Winter Olympics for homework, e.g. ice skating, ice hockey, cross-country skiing. Students find out the basic rules, the equipment needed and who is the current gold medal holder. Students share what they find out in small groups in the next lesson.

Reading A holiday brochure

Objectives

- read about summer camps in the USA.
- learn adjectives used to describe positive experiences.
- compare my own summer holidays with the description of what happens at the summer camp.

Background

Summer camps are not so common in the UK, but they are a significant part of American cultural life. Millions of American children attend camps each summer and camps have provided the setting for many films and books. Children at camps in the USA do everything from sports to music to hiking and canoeing. At some camps they even study.

Warm-up

- Books closed. Draw a tent on the board.
- Elicit or teach the word *camp*.
- Ask students if they go camping. If any student do, ask them what they like or dislike about camping.
- Ask: *Do you know what a summer camp is?*

- Ask students to open their books at page 97.
 - Refer students to the five photos and elicit the activities shown in them.

Suggested answers


canoeing, music classes, ICT classes, volleyball, horse riding

- Read out the five titles and then ask students to work in pairs to match the descriptions with the titles.
 - To help **weaker students** you could do the first one as an example.
 - Ask **stronger students** to think of an alternative title for each of the five descriptions.

Answers

The brochure is describing various summer camps in America.

A 3 B 1 C 5 D 4 E 2

-  **2.37** You could test students' memories by asking how many of the six questions they can answer without looking back at the text.
 - Ask students to work alone to read the text and answer the questions.
 - Encourage **stronger students** to pay attention to the way the text has been organised, e.g. the title, the use of paragraphs, the length of the sentences. How does the way a text has been organised affect the way students read it?
 - Students can compare their answers in small groups before you check answers with the class.

Answers

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

Optional activity

- Students read the text again and decide which of the summer camps they would most like to go to and why.
- Students then share their ideas with a partner.
- Ask some students to report back to the class on what their partner said.

Explore adjectives

- Read out the adjectives and go through the meaning of each in turn.
 - Allow **weaker students** to find out how the words translate into their language.
 - Elicit example sentences with these adjectives and put them on the board.
 - Ask students to work in pairs to find out what the adjectives describe in the text.
 - Check answers.
 - To **extend** this work, you could ask students to turn to the **Vocabulary bank** on page 118 and do the *Adjectives* exercises in *Explore vocabulary*.

Answers

popular summer camps perfect introduction
special concert amazing technology luxury cabins
excellent horse rider

Game

- Play *Could you spell that, please?* using the adjectives in Exercise 4.
- See **Games Bank** on page 28.

Your turn

- Read out the example sentence.
 - Give students a few minutes to write their sentences about the differences between their holidays and the summer camps.
 - Monitor and help with vocabulary as necessary.
- Put students into pairs.
 - Students read their descriptions out to one another.
 - Ask some students to report back to the class on their partner.
 - You could then ask the class to vote on whether they would like to spend a few weeks at an American-style summer camp.

Optional activity

- Put students into small groups to design their own summer camp.
- Students must give their camp a name and come up with a theme for it, e.g. sport, music or film, and a programme of activities.
- Students design a poster advertising their camp using PowerPoint, PosterMyWall or another poster-making site.
- Groups present their posters to the class.
- Display the posters on the wall and ask the class to vote for its favourite.



Set Exercise 5 on page 80 of the **Workbook** for homework.

Speaking Making suggestions



Objectives

- watch teenagers talking about where they like going on holiday.
- practise making suggestions.

Warm-up

- Books closed. Write *places we can go* and *things we can do on holiday* on the board.
- Elicit students' ideas, e.g. places: beach, city, mountains; things to do: swim, sunbathe, take photos, do sports, visit museums and historical monuments. Write the expressions on the board.

Real Talk: Where do you like going on holiday?


- 1  **8.3** Ask students to open their books at page 98.
- Tell students they are going to watch some teenagers answering the following question:
Where do you like going on holiday?
 - Refer students to the list of countries and then play the video.
 - Students work alone to tick which countries the teenagers like going to.
 - Students can compare answers in pairs before you check answers with the class.
- 


Videoscript

- Adult:** Where do you like going on holiday?
Emily: On holiday, I like going to the seaside because it's fun and hot and I like going in the water.
Rachel: I like going to Turkey because it's warm and you can go scuba diving.
Freddie: In the summer, I like going to the Caribbean on holiday. I love beaches and I love swimming. But in the winter, I like staying at home.
Steve: On vacation, I like going to Florida. I love the warm weather and I like snorkelling with all the colourful fish.
Petra: I like going on vacation to Barbados with my mother. I like going there because it's an island, it's really beautiful and my grandmother lives there.
Evan: Well, for vacation, I usually like to go up to Vermont and hang out with my friends and family. In Vermont, we usually snowboard, ski, drink hot cocoa, stuff like that.
Courtney: I like going to my cousins' house on vacation. We go biking and play outside.
Binny: I like going to Ireland on holiday. My uncle lives there; he's got a really nice house near a lake. Sometimes we go fishing in the lake.
Adult: Where do you like going on holiday?

Answers


Florida Ireland Turkey Barbados

- 2  Ask students to work in pairs to ask and answer the question. Encourage students to ask additional questions, e.g. *Why do you like going there? What do you like doing there?*
- Ask some students to report back to the class on what their partner said.

- 3  **2.38** Give students time to read the question, then play the recording.
- Students can compare their ideas in pairs before you check the answer with the class.


Answer

Mia – she wants to go to Portugal.

- 4
 - Go through the phrases in the *Useful language* box and check understanding.
 - Ask students to work in pairs to complete the conversation with the phrases.
- 5  **2.38** Play the recording again for students to check their answers to Exercise 4.


Answers

- 1 do you want to go 2 What about 3 I'd prefer
4 Why don't we 5 That's a good idea 6 Let's

- 6  Ask students to work in pairs to practise the conversation. They can read the conversation twice, taking a different part each time.


Background

Dundee is a city in the northeast of Scotland. It is the fourth largest city in Scotland.

- 7  Read through the instructions and make sure that students understand what they have to do.
- Put students in pairs to practise their conversations.
 - Monitor while students are practising their conversations. Check that they are using the phrases from the *Useful language* box.

Optional activity

- Put students into small groups.
- Students write and then film on their phones a short advertisement encouraging tourists to come to their country. They can use the phrases for making suggestions introduced in the *Useful language* box, e.g. *Let's go to Brazil! What about travelling to Russia! Why don't you visit Turkey?*
- Students make their advertisements in whichever way appeals to them, e.g. by using music, a voiceover or a student talking directly to camera. They must include a slogan at the end of their advertisement, e.g. *The United Kingdom: the home of fish and chips.*

 For homework ask students to write a short dialogue between a travel agent and a particularly difficult customer who finds fault with all the travel agent's suggestions. Remind students to use *Useful language* expressions from the lesson.

Objectives

- read an email.
- learn how to start and finish an email.
- write an email about my next holiday.

Warm-up

- Books closed. Ask: *Can you guess where I'm going for my next holiday?*
- Give students clues. Start with a difficult one before making them easier until they guess the destination. It doesn't matter if you are actually going on holiday to the place or not.

Background

Rio de Janeiro is a port city in southeast Brazil. It is known around the world for Copacabana Beach, Sugarloaf Mountain and its annual carnival. It was the capital of Brazil until 1960.

Paraty is a town on the Costa Verde is a town on the Costa Verde, south of Rio. It is known for its colonial architecture and beaches.

- Ask students to open their books at page 99 and look at the photo of Rio.
 - Ask: *How many places in Brazil do you think Simon is going to visit on his holiday?*
 - Give students a minute to scan the email to find the answer.
 - Check answers.
 - You could then use the interactive whiteboard to show students a few photos of Paraty (e.g. www.paraty.com.br/us) and use these to revise the landscape words introduced on page 94, e.g. hill, beach, sea, jungle, forest.

Answers

two places – Rio and Paraty

- Give students a minute to read through the questions.
 - Ask students to work alone to read the email and answer the questions.
 - Students can compare their answers in pairs before you check answers with the class.

Answers

1 I'm going to go to a Brazil! 2 I'm going to go with my parents, my sister and my granddad. 3 We're going to fly to Rio. 4 We're going to stay with Dad's friend, Cristiano. 5 Then we're going to drive south to a city called Paraty and go to the beach there. 6 We'll stay there for a week, I think.

- Ask: *What phrases can we use to start and finish an email?*
 - Elicit students' ideas and write them on the board.
 - Read out the information in the *Useful language* box and then ask students to work alone to find examples of the phrases referred to in the box in the email in Exercise 1.
 - Check answers with the class.

Answers

start – Thanks for your email.
finish – Write again soon,

Optional activity

- Put students into pairs and ask them to look at the website for the town of Paraty (www.paraty.com.br/us).
- Using the website to help them, students plan a weekend in and around the town.
- Students talk about their plans using *be going to*, e.g. *On Saturday morning, we're going to visit the historic centre of Paraty.*
- Students can then tell another pair about their plans.



Get Writing

PLAN

- Students should do their planning in class. The writing can either be done in class or at home.
 - Tell students they are going to write an email to a friend about their next holiday.
 - Refer students back to the information Exercise 2 and then ask them to work alone to make notes about their next holiday.

WRITE

- Refer students to the language in Exercise 5. Make sure that students know how to use it before you ask them to write their emails. You could elicit example sentences using the language and write the sentences on the board.
 - Tell students to use Simon's email as a model to follow and encourage them to write at least 90 words.
 - Give students ten minutes to complete the writing task. Remind students that they should aim to make their writing easy to follow for the reader.
 - Monitor while students are writing. Help with grammar and vocabulary as necessary.

CHECK

- Give students a few minutes to look through their emails and check them against the points here.
 - Alternatively, students check their partner's email.
 - Collect students' descriptions and mark them.

Optional activity

- Students swap their emails with a partner and write a response to their partner's email.
- Monitor while students do this and help with vocabulary as necessary.



For homework, students can read this email about a holiday and do the accompanying exercises: <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/travelling-abroad> You can also set Exercises 1–12 on pages 82 and 83 of the **Workbook** for homework.