

MODULE 10

A holiday journey

UNIT 1

What did you do?

Listening and vocabulary

Preparation

- Show some pictures of cities in China and abroad. Ask students where they are and which country they belong to.
- Ask students which city they would like to go to for a holiday and why.
- Put students into pairs to discuss how they get there, how long to stay and what to do.
- Nominate some students to share their ideas with the class.

1. Find the places on the map.

- Ask students if they know anything about California and Los Angeles. Elicit what they can tell.
- Find some pictures of California, Hollywood, Los Angeles, Pacific Ocean, Santa Monica and Disneyland on the Internet. For example, you can find some on Google images.
- Show the pictures and ask students to repeat the names of the places after you. Exaggerate and emphasise the stressed syllables.
- Ask students to work in pairs to look at the map in Activity 1 and try to find these places.

Now listen and number the places as you hear them.

- Tell students they are going to hear a dialogue about going on holiday. They should listen and write the numbers next to the places.
- Play the recording twice.
- Ask students to check in pairs. Then play the recording again for them to check.
- Elicit answers in sentences from the class.

Answers

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

Tapescript

Daming: Did you have a good time when you went to California?

Betty: Yes, we had a great time!

Daming: What did you do?

Betty: We went to Los Angeles. We visited Disneyland. Next, we went to Hollywood. Finally, we went to Santa Monica Beach and swam in the Pacific Ocean.

Daming: How nice!

2. Listen and read.

- Tell students that they are going to hear a conversation about a holiday journey. Write the following questions on the board:

- 1) When did Betty go to Los Angeles? (*Two years ago.*)
- 2) Did they see any movie stars in Hollywood? (*No, they didn't.*)
- 3) What did they do at Santa Monica? (*They swam in the Pacific Ocean.*)

- Play the recording through once while students listen to find the answers.
- Play it again, while students listen and read the conversation in their books.
- Then students answer the questions on the board and check with their partners.
- Elicit answers from the class.

Now answer the questions.

- Ask students to read the questions first.
- Tell them to read the conversation again to find the answers on their own.
- Then tell students to check in pairs by asking and answering the questions.
- Check answers by having students ask and answer in open class.

- Put students in groups of three to practise the conversation.

Answers

1. She flew there.
2. Her friends drove her.
3. Because she met Snow White and Mickey Mouse.
4. She stayed for two days.
5. She went swimming in the Pacific Ocean at Santa Monica.

Learning to learn

- Write the wh-question words on the board and elicit what they mean.
- Ask students to make questions with them and ask each other in open class.

3. Complete the sentences with the correct form of the words and expressions from the box.

- Ask students to repeat the words and expressions in the box after you.
- Tell them to read the sentences and complete them with the appropriate words and expressions individually.
- Tell students to check with their partners.
- Elicit full sentences from the class.

Answers

- | | |
|---------------|-----------------------|
| 1. took | 2. had a good time |
| 3. on holiday | 4. Two years ago; saw |

Pronunciation and speaking

4. Listen and notice the underlined stressed words.

- Ask students to read the sentences aloud as naturally as possible in pairs. Ask them to pay special attention to the underlined stressed words.
- Play the recording and ask students to listen and check if they were correct. They can then check with their partners.

Now say the sentences aloud.

- Tell students that wh-questions have falling tones

on the words at the end, like the Chinese fourth tone. (Yes/No-questions have rising tones, like the Chinese second tone.)

- Tell students to listen to the recording again and pay attention to the tones at the end of the questions.
- Ask the class to repeat the questions with the correct tones.
- Tell students to ask and answer the questions in pairs.
- Students change their partners and exaggerate the stress when asking and answering.

5. Work in pairs. Talk about a special holiday.

- Read the questions aloud with the whole class. Tell students they can talk about any special day out or trip. They can just choose a time when they had a lovely time, short or long.
- Pair the students to ask and answer. They may add more questions to ask about more detailed information.
- Pair them again into groups of four to ask about each other's partners.
- Collect some questions and answers from the whole class.

Culture box: Los Angeles, Disneyland and Hollywood

Los Angeles is often called L.A. It is one of the largest cities in the US. It is a city of diversified culture, with one of the largest Hispanic populations in the US, a major Asian community, and populations of nearly every ethnic background in the world. It is also a centre of international trade, manufacturing and tourism.

Disneyland is not far from L.A. It is like a fantasy world built around Disney's famous animated fairy tales and movie characters: Mickey Mouse, Snow White, Cinderella etc.

Hollywood is famous for Universal Studios, one of the world's largest movie studios. You can tour it and see how special effects are made. Many movie stars live in or near Hollywood.

UNIT 2

This morning we took a walk.

Reading and vocabulary

Preparation

- Ask if anyone knows where Paris is and what it is famous for.
- Show some pictures about Paris and tell students something about the city to introduce some key vocabulary. Repeat the vocabulary with the class for pronunciation and recognition.

- Ask students to read the information below, and then put it aside. Ask them to tell you what they can remember.

Paris is a beautiful old city and is the capital of France. There is a beautiful palace called the Palace of Versailles where the last King of France lived. It has a big underground called the Metro. There is a huge tower called the Eiffel Tower in the centre of Paris. The Louvre Museum is an art gallery where there is a famous painting of a woman with a lovely smile, called the Mona Lisa. French food is delicious because the French love to cook.

- Put students in groups to talk about what they can remember.
- Go around the class. Ask different students in the groups to say something they remember about Paris.

1. Read the email and check (✓) the true sentences.

- Ask students to read the statements about the email first. Students guess if the statements are true or false.
- Nominate some students to make their guesses and explain their reasons.
- Ask students to read the email and underline key information.
- Tell students to check the true statements and decide why the others are false individually.
- Ask students to check their answers in pairs.

- Elicit answers in full sentences. Nominate some students to say why the others are false.
- Ask the class to correct the false statements and write them down on the board.

Answers

1. ✓ 2. × 3. ✓ 4. × 5. ✓

2. Complete the diary with notes.

- Read the first line of the table with the class.
- Ask students to read and talk about the other lines in pairs.
- Tell students to go back to the email and underline key information they find. Then they complete the diary individually.
- Tell students to check their answers with their partners.
- Elicit answers from the class by asking questions using the different times.
- Have some students ask and answer about what Betty did at different times.

Answers

The day before yesterday	<ul style="list-style-type: none"> • arrived by plane • was tired • relaxed at home
Yesterday	<ul style="list-style-type: none"> • went to the Louvre Museum • had dinner in a French restaurant
This morning	<ul style="list-style-type: none"> • took a walk • did some shopping • bought a present
This afternoon and evening	<ul style="list-style-type: none"> • went to the Eiffel Tower
Tomorrow	<ul style="list-style-type: none"> • visit a famous palace • take a boat tour on the River Seine

3. Answer the questions.

- Read the questions with the students first.
- Tell students to read the passage again to find the answers.
- Tell them to check in pairs by asking and answering the questions.
- Elicit answers by asking students to ask and

answer the questions.

Answers

1. Her aunt and uncle met her at the airport.
2. She saw the *Mona Lisa*.
3. She went to the shops and street markets.
4. They went to the Eiffel Tower at about three o'clock.
5. They went there by underground.

4. Complete the passage with the correct form of the words from the box.

- Tell students to read the passage and the words in the box first.
- Then ask students to fill in the missing words on their own, and then check with a partner by reading each other's answers, picking up and correcting any mistakes.
- Elicit answers by asking students to read out full sentences one at a time.

Answers

1. date
2. arrived
3. French
4. till
5. relaxed
6. top

Writing

5. Look at the pictures. Write sentences about Daming and Lingling's holiday.

- Ask students to look at the pictures and say where Daming and Lingling went on each day.
- Elicit the places shown, i.e. in Picture 1 a museum, in Picture 2 the countryside, in Picture 3 a café.
- Tell students to write about what Daming and Lingling did on their holiday. Give students time to write their sentences.
- Call back the answers from the class.

Answers

1. On Tuesday, they visited a museum.
2. On Wednesday, they went for a walk in the countryside.
3. On Thursday, they had lunch in a café.

UNIT 3

Language in use

Language practice

Preparation

- Tell students to think about what they did two days ago or last Saturday.
- Go through the sentences in the practice box with students.
- Ask students to think about what answer they could give for each example.

1. Work in pairs. Ask and answer questions about your holidays. Use the expressions from the box to help you.

- Read the expressions in the box with the class.
- Tell students to look at the question prompts. Elicit the questions from them.
- Put students in pairs to take turns to ask and answer with polite intonation.
- Elicit answers by asking students to ask and answer the questions.

Possible answers

1. — Who did you go with?
— I went with my parents.
2. — When did you go?
— Last month.
3. — How did you go?
— By train.
4. — Who did you meet?
— I met my father's classmate.
5. — What did you do?
— I bought some presents.
6. — How long did you stay?
— I stayed for a week.

2. Write the questions and your partner's answers.

- Ask students to write their own questions.
- Ask students to ask and answer in pairs and write down their partners' answers.

- Ask six students to come up and write the questions and their partners' answers in different parts of the board.

- Go through the examples on the board and ask the class to correct any errors and check their own writing.

Possible answers

1. — Where did you go on holiday?
— I went to Hainan.
2. — Who did you go with?
— I went with my grandparents.
3. — When did you go?
— I went there last summer.
4. — How did you get there?
— I got there by air.
5. — Who did you meet?
— I met Liu Xiang.
6. — What did you do?
— I went swimming in the sea.
7. — How long did you stay?
— I stayed for about two weeks.

3. Work with a new partner. Ask and answer questions about your first partner.

- Students change partners and ask their new partners about their previous partners' answers.
- Nominate some students to come to the front to ask and answer the questions.

4. Complete the postcard with the correct form of the words from the box.

- Ask the class to read through the words in the box. Tell them some sentences will be in the present continuous. Use your hands to gesture the present continuous or give an example. And tell them some will be in the past simple. Indicate the past simple with your hands.

- Then ask students to do the activity individually.
- Tell students to check with their partners.
- Elicit answers from the class.

Answers

1. having
2. writing
3. swam
4. visited
5. took
6. went

5. Choose the correct answer.

- Tell students to read the sentences first.
- Ask them to choose the correct answers individually.
- Then tell students to check their answers with their partners.
- Elicit answers from the whole class.

Answers

1. yesterday
2. last
3. in the future
4. right now
5. 1995

6. Write six things you did on your last holiday.

- Read the example sentence with the class. Be sensitive: some students have not travelled on holidays. Say they can look at the pictures in *Around the world* below and use their imagination about a holiday, or it can just be about a day they enjoyed.
- Ask students to write six sentences expressing what they did.
- Tell students to check with their partners.
- Elicit what they did from the class.

Possible answers

1. I bought a T-shirt for my father.
2. I swam in the sea.
3. I took some photos.
4. I saw some animals.
5. I went for a picnic.
6. I saw a famous building (students can give the name).

Around the world: An interesting holiday

- Ask students to look at the picture and describe what they can see the tourist doing.
- Ask what they think about holidays like this. Ask students why people like to go to different places and what they can learn. Encourage students to give their own ideas.

Module task: Writing an email to a friend about your holiday

7. Work in pairs. Ask and answer the questions about your last holiday.

- Ask students to think back to Activity 6 and the practice at the beginning of this unit.
- Tell students to ask and answer the questions in pairs, and to think about what they want to say in an email.

8. Write your answers to the questions in Activity 7.

- Ask students to write their answers to the questions individually. They can add more information if they want.
- Put students into pairs. Tell them to check their sentences with their partners and correct any mistakes.

9. Write an email to your friend about your holiday.

- Ask students to choose a person in the class to send an email to.
- Ask them to connect the sentences in Activity 8 as an email individually.
- Circulate and monitor their progress.
- Tell students to give the email to the person they were writing to. Have some students who receive the emails read it aloud to the class and make a brief reply.

Possible answer

Hi Daniel,

I had a really good time on my last holiday. The weather was great and there were lots of

interesting things to do. I swam in the sea every morning. In the afternoons, I went shopping or visited museums. The food was delicious. I bought some presents for my family and friends. It was so great! What about your last holiday?

Hope to hear from you soon!

Yours,
Tammy

Extension

- Ask students to make a table as below.

	Student 1	Student 2	Student 3
Where / go?			
Who / go with?			
How long / stay?			
What / do?			
What / eat?			
What / buy?			

- Tell students to walk around and ask three different students about their holidays and take notes.
- Ask each student to choose one of the holidays on the table he/she likes best and imagine he/she went on holiday with that classmate together.
- Ask students to write an email to a friend saying who they went on holiday with and what they did together.